DOCUMENT RESUME

ED 201 725 CE 027 863

AUTHOR	Huffman, Ruth E.; And Others
TITLE	Government & Law. DECIDE.
INSTITUTION	Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Wayne Township Metropolitan School District, Indianapolis, Ind.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	79
NOTE	90p.; For related documents see CE 027 861-865 and ED 167 817.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Competency Based Education; *Government Role; *Learning Modules; *Legal Education; *Legal Responsibility; Taxes; Teaching Methods
IDENTIFIERS	Learning for Everyday Living; *Life Skills; Project DECIDE

ABSTRACT

This module, Government and Law, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains five instructional packages, called Student Activity/Task Packets (SATs). Subjects of SATs in this module are function of government/how government works, individual and government, the individual and the law, legal documents, and government and taxes. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, health, and community resources. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201725
CE027863

DECIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda D. Zeiler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Government & Law

PURPOSE

The purpose of Project DECIDE has been to design, develop, write and implement materials to provide adult basic education administrators, instructors, para-professionals and other personnel, with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, *Learning for Everyday Living*. This is in keeping with the Adult Education Act (P.L. 91-230) Section 302 which states that adult education programs should provide opportunities "to enable all adults to acquire basic skills necessary to function in society."

By

PROJECT STAFF

Ruth E. Huffman, Project Director & Editor
Karen Martin, Research Associate & Author
Dorothy Toon, Staff Assistant & Secretary
John Upp, Counselor & Recruiter

© 1979, Indiana Department of Public Instruction.

The contents of this booklet were developed with financial assistance from the U.S. Office of Education, Department of Health, Education and Welfare. However, the contents do not necessarily represent the position or policy of that agency and a reader should not infer endorsement by the U.S. Government.

Published by
Central Publishing Co.
Indianapolis, Indiana

PREFACE

The diversity of the adult population in the United States today presents special challenges for developing programs of instruction. Widely varying socio-economic backgrounds, educational levels and special interests/needs affect the development of instructional programs, especially for the adult basic education student. Thus the major focus of Project DECIDE has been to develop learning materials in the area of competency-based education to help facilitate and to provide flexibility and diversity for teaching life skills identified through studies as being the most important in producing citizens who can lead productive lives in the complexity of today's society.

The generated materials are based on fifty-eight objectives as stated in *Learning for Everyday Living*; in the areas of consumer economics, occupational knowledge, health, community resources, and government and law. The competency-based packets are written especially for adult basic education students who are functioning at Level I, Phase I and II. Level I is comparable to reading grade levels 0-8. Phase I equals 0-4 reading grade level; Phase II equals 5-8 reading grade level. The curriculum has been developed and organized into instructional packages called Student Activity/Task Packets (SAT Packets). Each of the Student Activity/Task Packets contains a teacher guide, a pre/post test and answer key; a student guide, student response booklet, instructional activities and answer key. Each packet covers one or more related objectives and has as its base one or more of the activity/task statements verified in *Learning for Everyday Living*.

Where possible, additional and inexpensive commercial and non-copyrighted information has been incorporated into the learning materials. In addition, instructors and students can acquire pamphlets from local, state, and national governmental agencies, private business organizations and the local newspapers, to supplement the curriculum materials. The Guide should be studied and used to clarify, emphasize, and further benefit the instructional process. The materials can then be adapted for lower or higher functioning adult students. Independent, group work, one-to-one tutorial and the buddy system are suggested methods of instruction.

With these procedures, it can be safely assumed that enough pertinent information has been assembled to help an adult basic education student learn to succeed in every day living. These materials are such that classes and instruction are most effective when learning takes place in an informal and less traditional format or environment than the regular school approach. *The Student Interest Survey* provided will help the student and instructor define and identify the areas of need. The learner's goal will give direction to the specific objectives assigned. Having the SAT Packets placed into ring binders will allow flexibility in using and updating materials in the future. The six-volume set, Consumer Economics I, Consumer Economics II, Occupational Knowledge, Health, Community Resources and Government & Law, will be manageable on the classroom shelf.

We believe this material will provide adult educators with the basic core of materials needed to assist adult learners with the skills necessary to make life meaningful. Each one who has shared in the total process of this project has contributed a part of their own philosophy. The time devoted to researching, writing, testing, teaching, evaluating, re-writing and publishing the materials, represents two years of total commitment to, not only the project curriculum materials, but also to a special philosophy of Adult Basic Education that signifies progress for today and tomorrow.

Ruth E. Huffman
Director, Project DECIDE

ACKNOWLEDGEMENTS

Developing materials for use in adult basic education programs requires expertise, support and contributions from both the adult educators and adult learners for whom the materials have been developed; therefore, the project staff wishes to extend thanks to all of those who have provided us with invaluable assistance and service.

The Baker Adult Basic Education Center, located at West Central Joint Services, provided the base for field testing the Student Activity/Task Packets. This phase of the project insured the genuine quality of the curriculum materials. So special thanks is extended to Dr. Rolla Pruett, Director of West Central Joint Services; and the ABE staff, Lillian Commons, Betty McElroy, Punyavathi Moorthy, Rolla Pruett, Jr., and Mary Molter, who also served as staff assistant on the project to maintain continuity with the Baker Center.

In addition to the regular project staff, significant contributions have been made by others: Gayle Bush, research writer and author; Dorothy Murphy, editorial assistant and advisor.

This has been a two-year project and we extend thanks to those staff members who served during the first year: Suzanne West, Dora McQuade and Cathy Masterson; Rosemarie Dewey and Barbara Archer for technical assistance.

Adult Basic Education Directors/Coordinators have assisted us greatly by hosting dissemination workshops for Project DECIDE. Our special thanks to:

Vickie Hobbs, Shelbyville; Barbara Bevelhimer, Logansport;
Sondra Cox, Portage

An innovative project is not complete without on-going and summative evaluation. Our appreciation is extended to those who have made this valuable service possible.

Edward Robbins, Indiana University
Purdue University
Indianapolis, Indiana

Linda E. Schmidt
Champaign Regional Office
of Education
Champaign, Illinois

A project of this dimension requires extensive cooperation between all agencies involved. The Indiana Department of Public Instruction, Division of Adult & Community Education has strongly supported and encouraged our efforts. So sincerely we say thanks to: Mary Williams, Director; Linda Zeiler, Supervisor of Special Projects; Timothy Wells, Reading and Special Needs Consultant; and Theodore McKnight, Curriculum Consultant.

The Metropolitan School District of Wayne Township has served as the agent responsible for funds and personnel for the project. Credit is due: Dr. Edward Bowes, Superintendent; Ralph Chandler, Ass't. to the Superintendent; and the business office personnel who have devoted time and effort to Project DECIDE.

GOVERNMENT and LAW

GOAL: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

G&L-1	Function of Government/How Government Works
G&L-2	Individual & Government
G&L-3	Individual and the Law
G&L-4	Legal Documents
G&L-5	Government and Taxes

G&L-1: FUNCTION OF GOVERNMENT/ HOW GOVERNMENT WORKS

TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of the Student Activity/ Task Packet, the adult learner will have an awareness of the structure and function of all levels of government.

INTRODUCTION:

This packet contains appropriate material to help the student learn about the structure of federal, state and local governments, party politics and other government positions. The instructor should provide opportunity for the student to read and discuss with other class members the Preamble and parts of the Constitution. The concepts of party politics and responsibilities delegated to those who hold political offices should also be included as group discussion activities.

ADAPTABILITY:

This packet may be adapted for use with the following methods of instruction: one-to-one tutorial, individualized, and group work. Group work is the method most strongly recommended for helping the students understand the concepts of government.

READING LEVEL:

The adult student should experience success with this packet if he/she reads at Level I, Phase I and II. Level II students can lend much by contributing to discussions and serving as resource persons. Vocabulary words are identified in context to aid the Level I student.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

The Pre/Post Test is to be administered before and after the student has completed the packet. There are 10 questions and the student should score 80% or more upon successful completion or in order to test out of the packet.

ADDITIONAL MATERIALS NEEDED:

Indiana Legislative District Map, Legislative Information Office, R 302, Indpls., IN 46204

A list of the names of the senators and representatives from each state.

Order from:

Federal Information Center
Federal Building
575 N. Pennsylvania St.
Indianapolis, IN 46204

A list of the elected and appointed state officials.

Order from:

Indiana State Board of Accounts
912 State Office Building
Indianapolis, IN 46204

A list of the current legislators.

Order from:

Indiana State Chamber of Commerce
201 Board of Trade Building
Indianapolis, IN 46204

SKILLS OBJECTIVES:

Reading
- Develops vocabulary
- Obtains information
- Interprets charts, tables, graphs
- Derives personal relevance

Writing
- Collects and organizes information in chart or outline form

Speaking, Listening, Viewing/Interpersonal Relations
- Seeks information
- Conveys information
- Derives personal relevance
- Understands other's position

G & L - 1: FUNCTION OF GOVERNMENT/HOW GOVERNMENT WORKS
PRE/POST TEST

Circle the letter of the correct answer:

1. The government in the United States is a
   a. socialist society.
   b. representative democracy.
   c. monarchy.
   d. capitalist anarchy.
2. The written rules of our government are found in
   a. the Constitution.
   b. the Declaration of Independence.
   c. the President's Report.
   d. the Articles of Confederation.
3. The three levels of government in the United States are
   a. regional, state, city.
   b. federal, regional, local.
   c. federal, state, local.
   d. national, state, county.
4. The House of Representatives and the Senate make up our two part
   a. Legislative branch.
   b. Judicial branch.
   c. Executive branch.
   d. Interior branch.
5. The first ten amendments to the Constitution are called the
   a. Rights of Justice.
   b. Preamble.
   c. Judicial Checks and Balances.
   d. Bill of Rights.

True or False. Write T for true and F for false.

6. The cabinet includes the President's closest official advisors. ___
7. The president may *not* veto a bill passed by congress. ___
8. The judicial branch of government includes the court system. ___
9. The two most important political parties are the Democrats and the Republicans. ___
10. The highest level of government is State government. ___

G & L - 1: FUNCTION OF GOVERNMENT/HOW GOVERNMENT WORKS
PRE/POST TEST ANSWER KEY

Circle the letter of the correct answer:

1. The government in the United States is a
   a. socialist society.
   (b.) representative democracy.
   c. monarchy.
   d. capitalist anarchy.
2. The written rules of our government are found in
   (a.) the Constitution.
   b. the Declaration of Independence.
   c. the President's Report.
   d. the Articles of Confederation.
3. The three levels of government in the United States are
   a. regional, state, city.
   b. federal, regional, local.
   (c.) federal, state, local.
   d. national, state, county.
4. The House of Representatives and the Senate make up our two part
   (a.) Legislative branch.
   b. Judicial branch.
   c. Executive branch.
   d. Interior branch.
5. The first ten amendments to the Constitution are called the
   a. Rights of Justice.
   b. Preamble.
   c. Judicial Checks and Balances.
   (d.) Bill of Rights.

True or False. Write T for true and F for false.

6. The cabinet includes the President's closest official advisors. T
7. The president may *not* veto a bill passed by congress. F
8. The judicial branch of government includes the court system. T
9. The two most important political parties are the Democrats and the Republicans. T
10. The highest level of government is State government. F

To the student . . .

Upon completion of this SAT Packet you will understand more about our form of government. You will talk about the Preamble and parts of the Constitution. You will read about the three *branches* of the government as established by the Constitution.

- Legislative
- Executive
- Judicial

You will have opportunity to study the three *levels* of government as established by the U.S. Constitution.

- Federal
- State
- Local

You will also have an opportunity to read about and discuss the major political parties in our country and how the National Political Parties operate.

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

These words are the Preamble to the Constitution of the United States. The Preamble tells the purpose for writing the Constitution of the U.S. Since the federal government is based on the Constitution, it is supposed to provide equal justice for all citizens. Fifty-five delegates from twelve states met in Philadelphia in May 1787. They wrote the Constitution and it has guided our country for nearly two hundred years. It has proved to be a practical way to establish a federal government that would make laws, enforce laws, and interpret them so that our individual freedom would be safe. The Constitution contains the Bill of Rights and the Constitutional amendments that deal with personal freedom and civil rights.

WORDS AND THEIR MEANINGS

Use this list of words with their meanings to help you when working in this packet.

Articles	a section of the U.S. Constitution describing the powers of the Congress
Amendments	a section of the U.S. Constitution describing the changes that have taken place since its writing
Candidates	people who run for a political office
Congress	the group of elected people who make the laws for the U.S.
Cabinet	twelve advisors who help the President make important decisions
Congressman	a member of the House of Representatives and sometimes called a representative
Constitution	a set of rules that forms the basis for our government
Democrats	one of the two major political parties in the U.S.
Executive Branch	the branch of government that enforces the laws — the President is the head of the federal executive branch
Judicial	having to do with judges or courts — interprets the laws

freedom

liberty

equality

common defense

tranquility

justice

free speech

right to vote

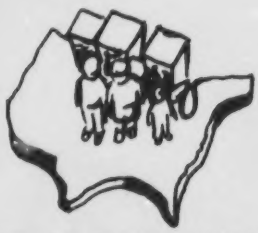
right to petition

freedom of religion

Law	a rule written by the legislative branch of government
Legislative Branch	the branch of government that makes the laws
Preamble	that part of the Constitution that tells why it was written
Representative	a person who represents a group of people as a member of a legislative body and speaks for others
Republican	one of the two major political parties in the U.S.
Senator	a member of the Senate who represents people
Voter	a person who expresses his views by voicing an opinion by voice or ballot

WHAT IS GOVERNMENT? The first group of men may have lived in caves long ago. A few families lived together to be safe. This tiny group had to learn to share and to help each other. They had to decide how to handle the person who got out-of-order. The cavemen had a type of *government.* It worked for them. Their government was a simple set of rules or guidelines to help each understand the rules for living in a group or society.

Today we have thousands of families living together in rural areas, small towns, larger communities and cities. These families also belong to a larger society of people who live together in a country or nation. People today need rules and government just as the cavemen did. A good government helps everyone get along better. At least that is the concept of a *good government.* The guidelines and laws are meant to protect the rights of each individual.



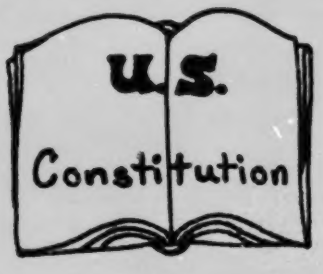
WHAT KIND OF GOVERNMENT DOES AMERICA HAVE? Our country is set up as a *representative democracy.* A democracy is a government controlled by the people. There are too many people for everyone to decide on every problem. We choose or *elect* leaders to run the government for the rest of us. On election day, we vote for the leaders of our choice. They are *representatives.* They are supposed to represent our views in matters of government. These officeholders, or elected officials, are supposed to work for us. If we like the way they represent us, we then vote for them again. If they do not represent our views, we then vote for someone who will.

THE CONSTITUTION. The Constitution is a list of rules telling about our country's government. It was written for our nation. The men who wrote it used good ideas of their own. They also borrowed ideas about good government from other countries. They believed strongly in this government. There are three parts to the Constitution.

- The *Preamble* tells why the constitution was written. (It lists 6 reasons for setting up a federal government.)
- The *Articles* tell how the government is

set up.

- The *Amendments* tell about new laws or changes in the law.



The *Branches of Government* set up in the Constitution form three separate divisions. The power is shared so that no one division can become too strong.

- The Legislative Branch
- The Executive Branch
- The Judicial Branch

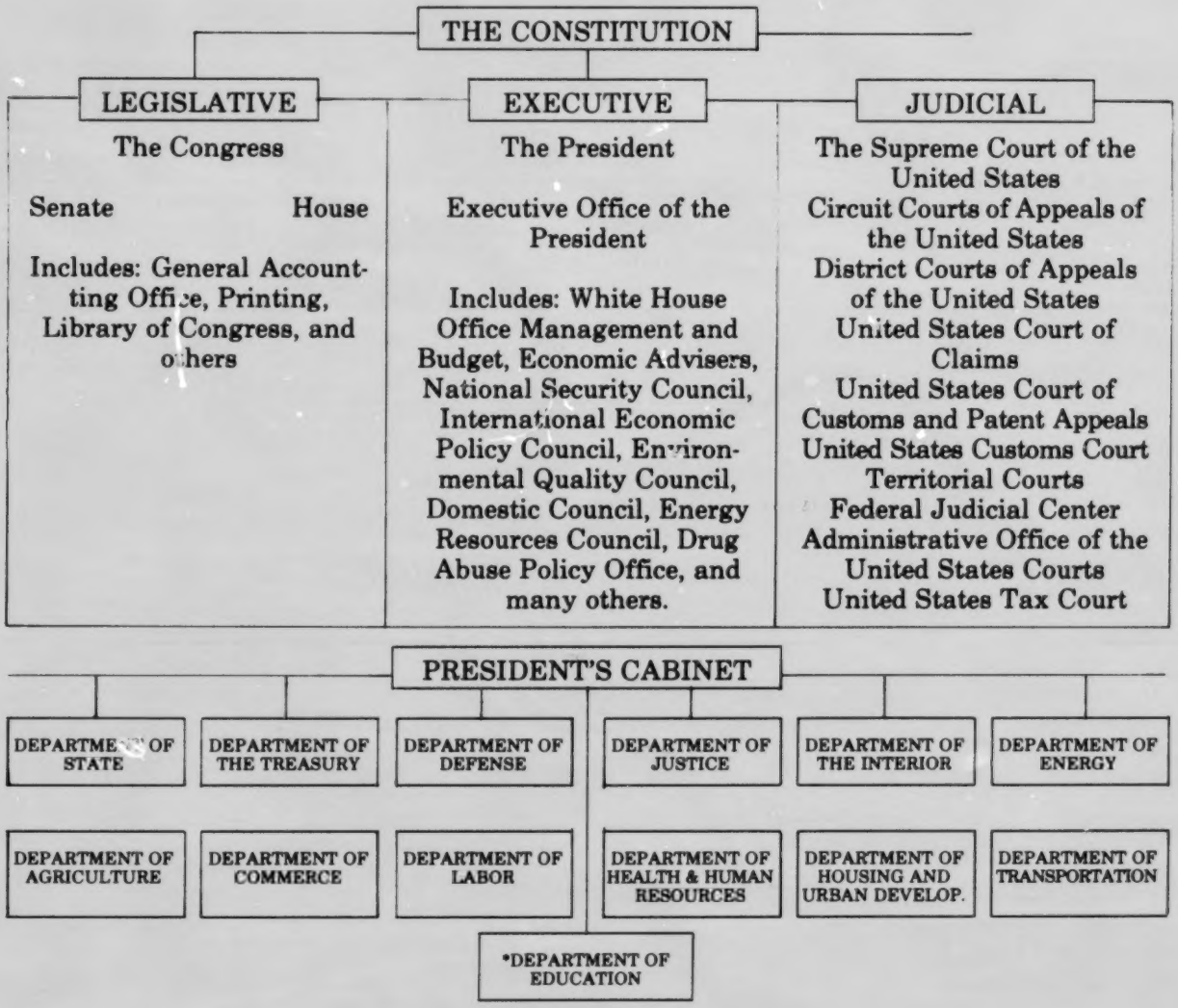
The *Legislative* branch makes the laws. Legislators, our elected representatives, are the lawmakers. They can make new laws. They can change old laws.

The *Executive* branch is headed by the President of the United States. He is the elected leader of the people. His responsibility is to over-see the entire government. He is the head of the armed forces. He is in charge of foreign relations with other governments. He has many duties. All of them are directed toward over-all management of the government.

The *Judicial* branch is the court system. Included in the judicial branch is federal, state, city and county courts. The judicial branch decides if laws are fair. The judicial branch decides if laws have been broken or disobeyed. Chart A will help explain how the government is organized.

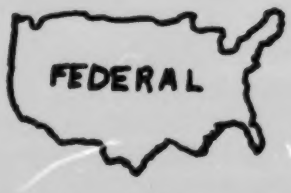
FEDERAL LEVEL — CHART A

THE GOVERNMENT OF THE UNITED STATES


THE CONSTITUTION
LEGISLATIVE
The Congress
Senate
House
Includes: General Accounting Office, Printing, Library of Congress, and others
EXECUTIVE
The President
Executive Office of the President
Includes: White House Office Management and Budget, Economic Advisers, National Security Council, International Economic Policy Council, Environmental Quality Council, Domestic Council, Energy Resources Council, Drug Abuse Policy Office, and many others.
JUDICIAL
The Supreme Court of the United States
Circuit Courts of Appeals of the United States
District Courts of Appeals of the United States
United States Court of Claims
United States Court of Customs and Patent Appeals
United States Customs Court
Territorial Courts
Federal Judicial Center
Administrative Office of the United States Courts
United States Tax Court
PRESIDENT'S CABINET
DEPARTMENT OF STATE
DEPARTMENT OF THE TREASURY
DEPARTMENT OF DEFENSE
DEPARTMENT OF JUSTICE
DEPARTMENT OF THE INTERIOR
DEPARTMENT OF ENERGY
DEPARTMENT OF AGRICULTURE
DEPARTMENT OF COMMERCE
DEPARTMENT OF LABOR
DEPARTMENT OF HEALTH & HUMAN RESOURCES
DEPARTMENT OF HOUSING AND URBAN DEVELOP.
DEPARTMENT OF TRANSPORTATION
*DEPARTMENT OF EDUCATION

THREE LEVELS OF GOVERNMENT. Just as there are three branches of government in our system, there are also three levels. These were also established by the Constitution. They are:

- federal
- state
- local



The *federal* level runs the whole country or nation. It is in charge of all of the United States of America. The federal government has the most power over the fifty states.

The *state* level of government is next in line of power. The federal government shares with the state governments and helps the states. That, at least, was the original conception of the cooperation between federal and state power. Today there are many different opinions as to how each of these levels should function.

The *local* governments are subject to both state and federal control. They are last in the line of authority. There are many cities,

towns, counties. Each local government can control its own area to a certain extent. The state government shares power and helps the local government.

THE VOTER. The voters choose federal, state, and local government officials. For example, Jane and John live in Bloomfield, Indiana. Bloomfield is in Greene County. Chart B reflects how they would determine the levels of government control for their home town.

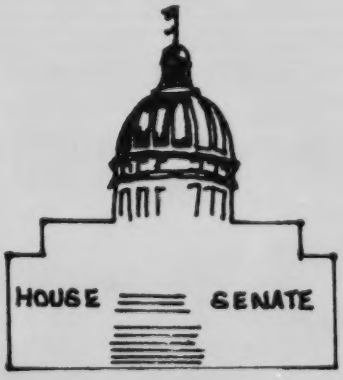
CHART B

1) federal government highest in line of authority	U.S.A.
2) state government next in line of authority	Indiana
3) local-county government next in line of authority	Greene County
4) local-city government next in line of authority	Bloomfield

ACTIVITY 1

Make a chart similar to Chart B. Show the federal, state, and local levels of government where you live. Use the form in your Student Response Booklet.

CONGRESS. Since the Congress of the U.S. is the federal legislative branch, it makes the laws. There are two houses of Congress to insure that the laws are just and fair. The two houses of Congress are:



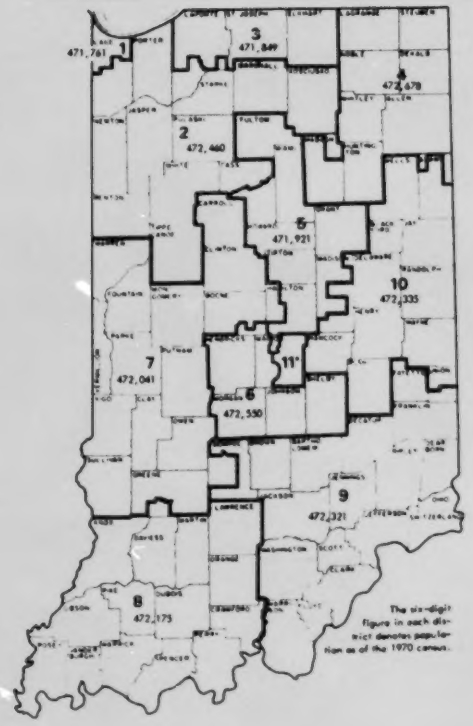
- the *U.S. Senate* made up of 100 legislators (2 from every state)

- the *U.S. House of Representatives* (the number of representatives depends upon the population in each state)

Each senator in the U.S. Senate is elected by vote of the people to serve for 6 years. To serve longer, he/she must run for election again at the end of 6 years. The vice-president is the leader of the Senate.

Each member of the House of Representatives is also elected by vote of the people. There are 435 members and the state with the most people has the most representatives. They are elected to serve for two years. They must run for office again at the end of the two year period. The Speaker of the House is the leader of the House of Representatives.

An example of how the senators and representatives are selected is illustrated by the map. The State of Indiana chooses 2 senators and 11 representatives. The census count gives the population. The voter chooses one representative for his/her district.



ACTIVITY 2

Write the answers to the following questions in the Student Response Booklet.

1) In which Congressional District do you live?
2) What controls the number of representatives elected from each state?
3) Do you believe this is a good way for you to be represented at the federal level?
4) How many districts are shown on the Indiana map?

ACTIVITY 3

Write the answers to the following questions in the Student Response Booklet.

1) What are the names of the *senators* from your state at the federal level?
2) What are the names of the *representatives* from your state at the federal level?
3) What is the name of the representative *from your district?*
4) Where did you find all of this information?

United States of America

THE CABINET. The federal executive branch has an organization called the *Cabinet.* Since the president appoints those who head each department in the Cabinet, his views are reflected by his appointments. Each *Secretary,* or head of the department in the cabinet, then selects those who work for him/her. Since Congress must approve the president's appointments it is very important for the voters to elect senators and congressmen who will listen to the opinions of the people. Careful consideration must be given for approval of these cabinet members. They are supposed to be experts in their field and work with the president and the vice president as important advisors.

CHART C

CABINET MEMBER	EXECUTIVE DEPARTMENT	LAWS TO BE CARRIED OUT
Secretary of State	State Department	laws with other countries
Secretary of Treasury	Treasury Department	tax laws
Secretary of Defense	Defense Department	armed forces laws
Attorney General	Justice Department	reviews unfair laws
Secretary of Interior	Interior Department	laws about government-owned land
Secretary of Agriculture	Agriculture Department	farm laws
Secretary of Commerce	Commerce Department	business laws
Secretary of Labor	Labor Department	laws about workers
Secretary of Education	Education Department	education laws
Secretary of Transportation	Transportation Department	laws about travel
Secretary of Health & Human Services	Health & Welfare Department	health & welfare laws
Secretary of Housing & Urban Develop.	HUD Department	laws about city homes
Secretary of Energy	Energy Department	energy laws

ACTIVITY 4

Answer the questions in the Student Response Booklet. Chart C will help you with some of the answers.

1) **Name the department that is in charge of government owned land.**
2) **Name the department that is responsible for tax laws.**
3) **Name the newest created department.**
4) **What do the letters HUD stand for?**
5) **What do you call the department that is responsible for business laws?**
6) **Who is now the president of the U.S.?**
7) **Who is now the vice-president of the U.S.?**
8) **Who reviews unfair laws?**

ACTIVITY 5

This is a word review. Refer to the *word list* or material in the packet for help with this activity. Write your answers in the Student Response Booklet.

government	levels of government	Congress
democracy	federal	Senate
elected office	state	House of Representatives
representatives	local	congressional committee
officials	branches of government	law
constitution	legislative	branch of government
preamble	judicial	Cabinet
articles	amendments	voters

1. A set of guidelines or rules for living in a group or society is a _____ .
2. Our country, the U.S.A., is set up as a representative _____ .
3. The _____ help to decide who will be elected president of our country.
4. The _____ tells exactly how a government is set up.
5. The _____ to the Constitution tell about new laws or changes in the law.
6. The U.S. President works at the _____ level of government.
7. The _____ members are chosen by the president.
8. The branch of government that passes laws is the _____ branch.

STATE GOVERNMENT. The U.S. Constitution requires each state to set up a "republican form of government." Each state has a constitution. Each state *writes* its own *constitution*. State laws may be different from one state to the next because each can rule itself. Of course, state laws *cannot* change federal laws. State laws can't be unfair to people in other states. A state government cannot make a treaty or a promise to a foreign government. A state government cannot coin money. You can see there are limitations to state government.

Each state is governed by its written constitution. Most are similar to the U.S. Constitution. The state of Nebraska has only one house in the legislature. It is the only state not exactly patterned after the federal government with legislative, executive, and judicial branches. Indiana's legislature is called the *General Assembly*. Our General Assembly has 100 senators (elected every 4 years) and 50 representatives (elected every 2 years). The state is divided into state legislative districts. Each person votes for senators and representatives within his/her own district. These representatives don't work full-time for our government. They have their own jobs and work until the General Assembly is in session. Then they devote full-time to the legislative work.

The State Legislature. This body of senators and representatives has the power to:

- make laws
- collect taxes
- borrow money for the government
- spend money collected through taxes

It is important to remember that laws made by states apply to that state only.

The State Executive Branch. The governor of a state is to that state as the president is to the U.S. There are less responsibilities, but he is the leader of government for the state. Some of his responsibilities as head of state include:

- supervision of agencies of the government
- supervision of Boards and Commissions of government functions
- appointment of persons for state government jobs

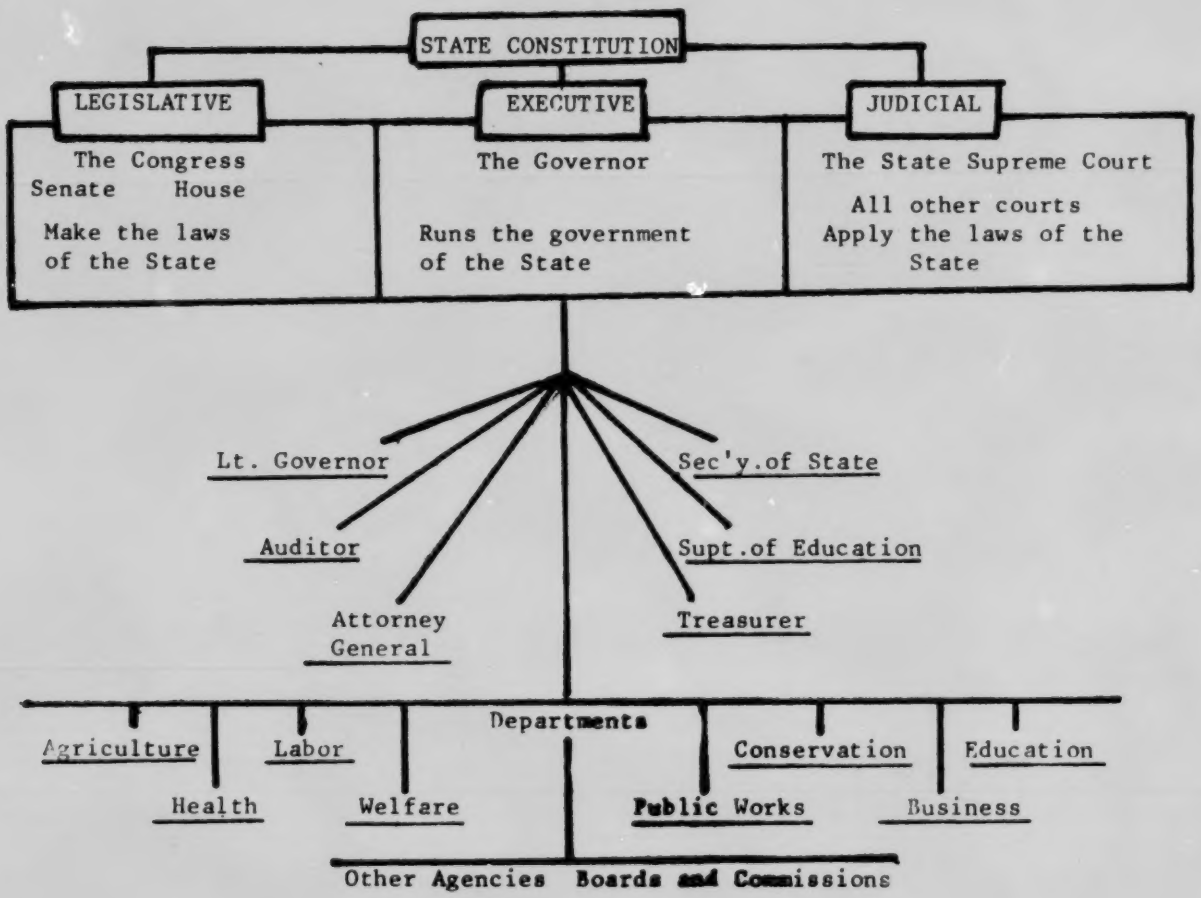
- social governmental functions
- cooperative responsibilities with governors of other states
- responsibilities to the federal government . . . committee and advisory capacity

In summary, the governor carries out the laws of the state, reports to the legislature on the state of the state, administers the executive branch of government.

The State Judicial Branch. The state judicial branch consists of all courts in the State of Indiana. A court is a body of people or a formal assembly of officers and advisors who have governing power. Each court has a presiding officer. He is a public official elected to office. His job is to decide or authorize an opinion in his court concerning laws made by the legislature. Since a judge is a representative of the people, the court he/she presides over carries much responsibility.

They Work Together. Chart D tells how the three branches of state government work together.

CHART D



LOCAL GOVERNMENT. Local government is more often called *County Government.* It is the government in your community, or the county in which you live. Just as the federal and state government consists of legislative, executive and judicial branches, so does the county. Local county government is found in most states. Indiana is divided into 92 counties. A county is one part of the state that has several towns or

cities. A county provides services for people who live there. One city or town is chosen as the *county seat.* This is the town or city where the courthouse is located and all county business is conducted there. A county government makes sure that county and state laws are obeyed. Local government only has power as given by the state. Local government is not self-governing. It is the state who supervises the local government units.

Townships. Counties are divided into townships for local government convenience. A township is a political and corporate body formed for the purpose of helping to carry out the laws. Elected township officials usually consist of a township trustee, clerk, and marshal or town constable. The township has a right to:

- help carry out property tax laws
- help carry out welfare laws

The township works in cooperation with the local county government.

The Legislative Branch of county government is the *County Council.* These elected officials make money laws to:

- raise taxes
- borrow money
- spend tax money

The County Board of Commissioners is responsible for the *executive* decisions of the county. Final decisions concerning over-all problems can be delegated to this commission. This commission can perform both executive and legislative functions for the county and serve as chief authority in financial matters of the county.

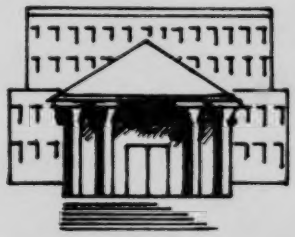
The County Board of Commissioners has many duties. Some of those duties include:

- serving as chief authority in financial matters of the county
- entering into contracts of business that relates to the county
- building county roads, bridges, and repair of same
- maintaining homes for the poor and needy
- levying taxes
- issuing bonds to raise money for the county
- holding public hearings and meetings as related to county business
- making appointments to the board
- hiring personnel to help them

The County Commissioners are usually paid a fee or salary. This makes it possible for them to devote more time to their duties.

The Judicial Branch of the county is a court system set up by the state. The judges who preside in the court rooms are elected by the people. State courts are concerned with:

- state laws
- interpreting state constitutions
- trying civil and criminal cases



County courts are:

- courts that handle civil cases
- courts that handle criminal cases

The major trial courts (heard by juries) at the county level are:

- circuit courts
- district courts
- superior courts

All fifty states have lower court systems that deal with:

- traffic violations
- petty larceny
- public drunkenness
- other minor offenses

These justice, magistrate, and traffic courts do not have juries.

COUNTY OFFICERS. There are many officers of each county. The chart shows the title and duties of some of these officers. They are elected by vote of the people. They are elected to serve for 4 years. It is their duty to serve the people of the county.

TITLE	DUTIES
Auditor	prepares budgets and keeps books
Treasurer	takes care of county funds
Clerk	prepares and keeps official records like deeds, marriage and birth certificates, leases
Sheriff	chief law enforcement person
Prosecuting Attorney	investigates crimes and represents county in court/prosecutes persons accused of crimes
Surveyor	conducts land surveys
Assessor	administers property tax affairs/estimates the value of property for tax purposes

ACTIVITY 6

Write your answers in the Student Response Booklet.

1) What is the name of the county seat in your community?
2) How far do you live from this county seat?
3) Who estimates the value of your property for tax purposes if you are a home owner?

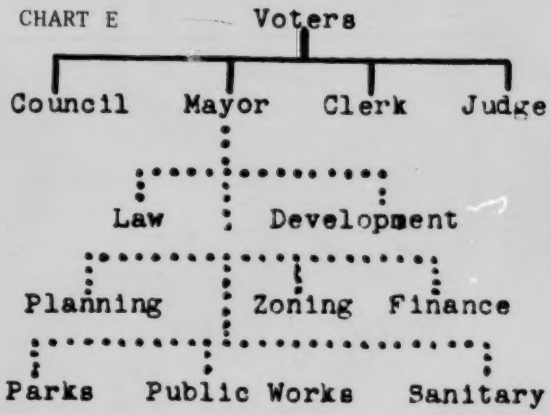
LOCAL CITY GOVERNMENT. This government is chosen by the people who live there. A city is a group of at least 1500 people living in one area. A town has a smaller number of people. The people must decide they need services and leaders and then vote for them. The people must ask for power from the state to be a local government. When they vote for and elect the officials, they can then pass laws and provide services for:

- police protection
- fire protection
- sewers
- roads
- libraries
- hospitals and other needed services.

State laws must be kept. City and town governments are set up by the laws of the state. Small towns have guidelines established on a different basis than cities. City laws may be different from one city to another. Each one can rule itself as long as state laws are kept. City or town laws can't change either state or federal laws.

Chief Executive Branch. This branch of government includes the mayor and all other elected and appointed city officials who carry out the laws.

CHART E

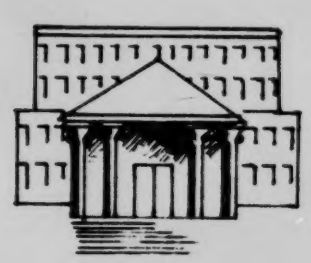


Legislative responsibilities for the cities are conducted by the *City Council.* The City Council has power to:

- make laws to tax
- borrow money
- spend tax money

City Judicial Branch. This branch of government decides cases for those who live nearby or in a particular area. There is an informal court in each county that sometimes replaces city courts in areas of the state. In the informal court, which may be called by different names in different parts of the state, a person can sue on his/her own for any

amount less than $1500. You will need to inquire about the judicial branch of government in your city or town.



ACTIVITY 7

Complete (1) or (2). Write your answers in the Student Response Booklet.

1) List the names of these county officials:
   a. sheriff
   b. prosecuting attorney
   c. county commissioners
2) List the names of these city officials:
   a. mayor
   b. city prosecuting attorney
   c. clerk or clerk-treasurer

Read the charts. They will help you review your study of the three levels of government (federal, state, local) and the three branches of government (legislative, executive, judicial).

CHART F

	FEDERAL	STATE	LOCAL	
			County	City
Legislative	Congress	General Assembly State Legislature	County Council	City Council
Executive	President Vice-President	Governor Lt. Governor	Board of Commissioners	Mayor
Judicial	U.S.Supreme Court	State Supreme Court	Circuit Court	Informal County Court/Small Claims Court

ACTIVITY 8

Refer to Chart F. Answer the following questions in the Student Response Booklet.

1) What is the name of the state legislative branch of government?
2) What is the name of the federal judicial branch of government?
3) Who represents the county executive branch of government?
4) If you wanted to sue another person for a debt owed you (in the amount of $1,000) to which court would you be referred?

POLITICAL PARTIES. A political party is a group of voters with the same kind of ideas about government. The political party writes a list of issues upon which they agree. This is called a *party platform.* Political parties are as much a part of the American system as our form of government. They are the stability of the American government. They help the voter understand the issues. They associate candidates for office with the issues of the platform. They simplify the different points of view so the voters can better understand the issues. Political parties have leaders. These leaders help to identify voters, decide their needs and opinions as relates to their party. They organize and plan strategies for winning the elections so their ideas can be carried out.

There are two major parties today. Most voters belong to one of these parties. There have been major parties in the past that have come and gone, with new parties taking their places. There have even been third parties supported by large groups of people. But usually the third party does not survive. Still they are valuable in our society even though no third party candidate has ever been elected president. It is interesting to note that as traditional as party politics has been to our country, such was never mentioned in the U.S. Constitution.

The two parties at work today that have the most voters and candidates are the: *Republicans,* often called the Grand Old Party (GOP) with the symbol of an elephant; and the *Democrats,* or Democratic Political Party with the symbol of a donkey.

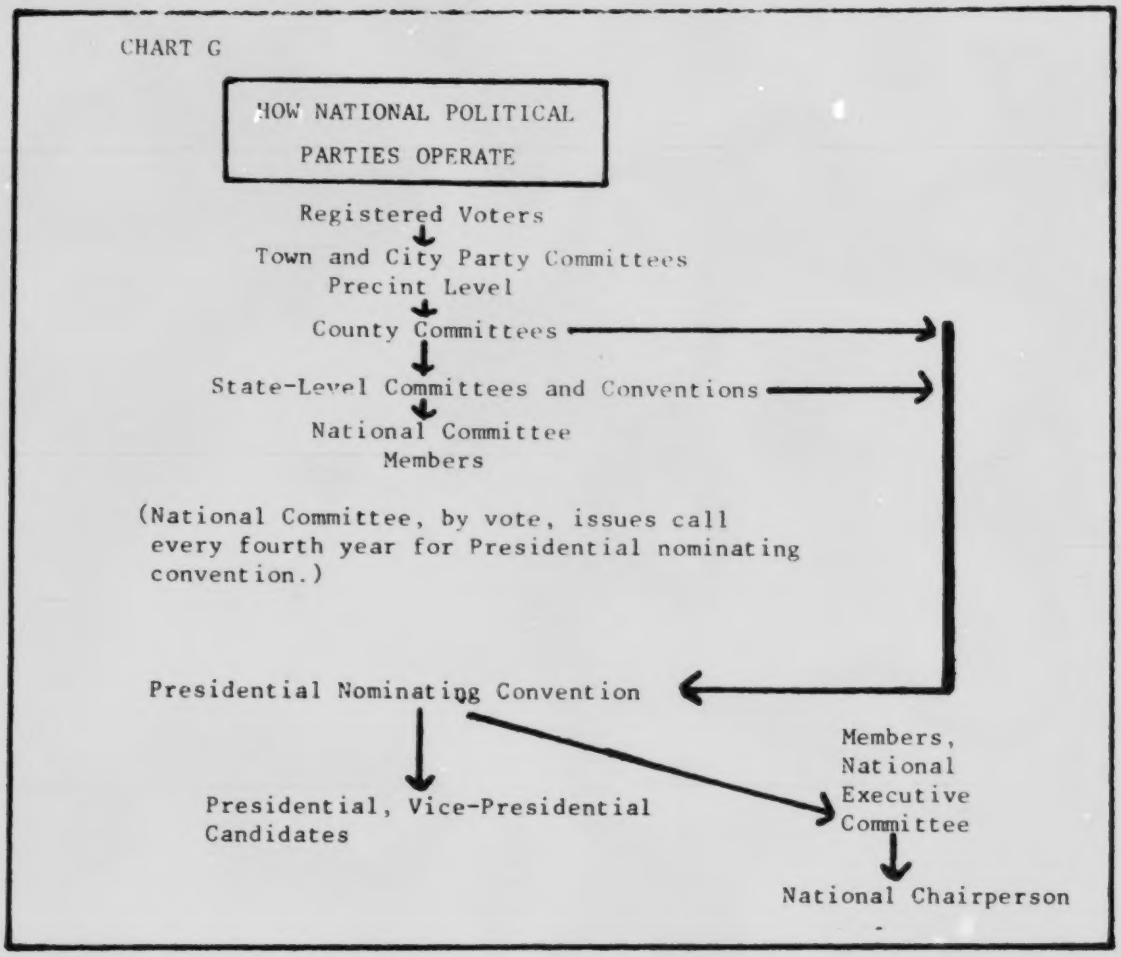
Today many people say there is no difference between the Republican and Democratic candidates. This is a matter of opinion. When it comes to politics, *a matter of opinion* is what counts! Most real politicans and voters become very emotional when discussing politics and opinions. A straight ticket voter will vote for all the candidates in one party. Some voters today will look at each candidate before they vote. However, most people cling strongly to their favored party candidates, even if they have never met them.

GOP - REPUBLICAN PARTY

DEMOCRATIC PARTY

The political party organization has many divisions, or levels. They begin on the national level and follow through to the very basic level. This is called the local precinct. In most areas of Indiana the local precinct committee person is the one the individual voter gets acquainted with because he/she can provide information about voting and can register the person to vote.

CHART G


HOW NATIONAL POLITICAL PARTIES OPERATE
Registered Voters
Town and City Party Committees
Precint Level
County Committees
State-Level Committees and Conventions
National Committee Members
(National Committee, by vote, issues call every fourth year for Presidential nominating convention.)
Presidential Nominating Convention
Presidential, Vice-Presidential Candidates
Members, National Executive Committee
National Chairperson

ACTIVITY 9

Write the answer to the following questions in the Student Response Booklet.

1) **What are the two major political parties?**
2) **How is the presidential candidate chosen?**

ACTIVITY 10

In your Student Response Booklet, answer the following questions. Fill in the blanks using words from the word list.

1. What is the name for the lowest level of the political party organization in the neighborhood, or party?
2. What do you call a person who wishes to become an elected government official?
3. What symbol does the Democratic Party use?
4. What is it called when a voter votes for all of the candidates in one party?
5. Which party uses the elephant for its symbol?
6. What do you call the list that tells where the party stands on an issue?

Word List		
candidate	donkey	elected
party platform	GOP	precinct
nominates	voter	straight ticket
issue	Republicans	Democrats

ACTIVITY 11

Refer to *Resource Information Chart H.* Read the information in the chart and then put a (✔) beside the places that would have information about state and local government. Use the form in the Student Response Booklet.

ACTIVITY 12

Refer to *Resource Information Chart H.* Answer the following questions in your Student Response Booklet.

1. What is the phone number of the Federal Information Center?
2. What is the name and address of the office where you could get a free copy of the U.S. Constitution?
3. What is the phone number of the State Information Center?
4. Where would you obtain a copy of the *Roster of State and Local Officials?*

RESOURCE INFORMATION
CHART H

KIND OF INFORMATION		PLACE OF INFORMATION
FEDERAL	1.	Federal Information Center Federal Building 575 N. Pennsylvania Indianapolis, Indiana 46204 Phone: 317-269-7373 Phone or write for any kind of federal information.
FEDERAL	2.	Indiana State Chamber of Commerce 201 Board of Trade Building Indianapolis, Indiana 46204 Phone: 317-634-6407 a. "Let's Talk Politics" Information about candidates. Party platforms. State and federal voting district maps. Printed every 2 years. Cost: 35¢ b. "Here is Your Indiana Government" State and local organization. Executive, legislative, judicial. Indiana Constitution. Printed every 2 years. Cost: $2.00
FEDERAL	3.	Office of the Indiana Attorney General Indiana State House Indianapolis, Indiana 46204 Copy of the U.S. Constitution. Cost: none
	4.	U.S. Government Printing Office Washington, D.C. 20402 Ask for list of booklets about information you need. a. *Our American Government, What Is It?* Names of elected and appointed federal officials. Contains information on Congress, the Cabinet, and Supreme Court.
STATE LOCAL	5.	Indiana State Board of Accounts 912 State Office Building Indianapolis, Indiana 46204 *Copy of Roster of State and Local Officials.* Names of Indiana elected and appointed officials. Names of county and many city elected officials. Printed every year — no cost.
STATE	6.	State Information Center 155 State Office Building Indianapolis, Indiana 46204 Phone: 317-232-3140 Telephone or write if you have a question.
LOCAL	7.	Your Newspaper. Ask about newspaper back files or library resources at the newspaper office. Explain what information you are seeking.
	8.	The Public Library. The *Federal Congressional Staff Directory* has much helpful information. Ask the librarian to help you locate the information you need.
	9.	Other sources. You can find information at the local political party headquarters, the town board office, the mayor's office, county election board, voter registration or local voting district offices.

G & L - 1
ANSWER KEY

ACTIVITY 1
Answers will vary

ACTIVITY 2
Answers will vary

ACTIVITY 3
Answers will vary

ACTIVITY 4
1) Interior Department
2) Treasury Department
3) Department of Education
4) Housing & Urban Development
5) Commerce Department
6) Answers will vary
7) Answers will vary
8) Justice Department

ACTIVITY 5
1) Constitution
2) democracy
3) voters
4) Articles
5) Amendments
6) Executive
7) Cabinet
8) Legislative Branch

ACTIVITY 6
Answers will vary

ACTIVITY 7
Answers will vary

ACTIVITY 8
1) Congress
2) U.S. Supreme
3) Board of Commissioners
4) Informal County Court/Small Claims Court

ACTIVITY 9
Answers will vary

ACTIVITY 10
1) precinct
2) candidate
3) donkey
4) straight ticket
5) Republicans
6) party platform

ACTIVITY 11
Chamber of Commerce

Governor's Office

Newspaper

Local library

ACTIVITY 12
1. Indiana: 317-269-7373
2. U.S. Government Printing Office
   Washington, D.C. 20402
3. Indiana: 317-232-3140
4. Indiana: Indiana State Board of Accounts
   912 State Office Building
   Indianapolis, Indiana 46204

STUDENT RESPONSE BOOKLET

GOVERNMENT & LAW - 1

FUNCTION OF GOVERNMENT/HOW GOVERNMENT WORKS

NAME _____

DATE _____

ACTIVITY 1

Fill in the chart with the government levels where you live.

1) _____ _____
highest in line of authority

2) _____ _____
next in line of authority

3) _____ _____
next in line of authority

4) _____ _____
next in line of authority

ACTIVITY 2

1) In which congressional district do you live? _____

2) What controls the number of representatives elected from each state? _____

3) Do you believe this is a good way for you to be represented at the federal level? _____

Why? _____

4) How many districts are shown on the Indiana map?

ACTIVITY 3

1) What are the names of the *senators* from your state who represent you at the federal level of government?

2) What are the names of the *representatives* from your state who represent you at the federal level? (The number will vary from state to state.)

3) What is the name of the representative *from your district?*

4) Where did you find all of this information? _____

ACTIVITY 4

1) Name the department that is in charge of government owned land. _____
2) Name the department that is responsible for tax laws. _____
3) Name the newest created department. _____
4) The letters HUD stand for _____
5) The department that is responsible for business laws is called _____ .
6) Who is now the president of the U.S.? _____
7) Who is now the vice-president of the U.S.? _____
8) Who reviews unfair laws? _____

ACTIVITY 5

Fill in the blanks with your vocabulary words.

1) A set of guidelines or rules for living in a group or society is a _____ .
2) Our country, the U.S.A., is set up as a representative _____ .
3) The _____ help to decide who will be elected president of our country.
4) The _____ tells exactly how a government is set up.
5) The _____ to the Constitution tells about new laws or changes in the law.
6) The U.S. President works at the _____ level of government.
7) The _____ members are chosen by the president.
8) The branch of government that passes laws is the _____ branch.

ACTIVITY 6

1) The name of the county seat in your community is _____ .
2) The distance from the county seat in your community to your home is _____ .
3) Who estimates the value of your property for tax purposes? _____

ACTIVITY 7

1) List the names of these county officials where you live.
   a. sheriff _____
   b. prosecuting attorney _____
   c. county commissioners _____

OR

2) List the names of these city officials where you live.
   a. mayor _____
   b. city prosecuting attorney _____
   c. clerk or clerk-treasurer _____

ACTIVITY 8

Refer to Chart F. Answer the following questions.

1) What is the name of the state legislative branch of government?
   _____
2) What is the name of the federal judicial branch of government?
   _____
3) Who represents the county executive branch of government?
   _____

4) To sue another person for a debt owed you (in the amount of $1,000) to which court would you be referred?

_____

ACTIVITY 9

1) What are the two major political parties?

_____

_____

2) How is the presidential candidate chosen?

_____

_____

ACTIVITY 10

Fill in the blanks. Choose the words from the word list.

candidate
party platform
nominates
issue
donkey
GOP
voter
Republicans
elected
precinct
straight ticket
Democrats

1) The lowest level of the political party organization is the neighborhood or party _____ .

2) A person who wishes to become an elected government official is a _____ .

3) The Democratic Party uses the symbol of the _____ .

4) A voter who votes for all of the candidates in one party votes a _____ .

5) The elephant is the symbol for the _____ _____ .

6) The _____ _____ is a list telling where the party stands on an issue.

ACTIVITY 11

Put a ( ) beside the number that would provide information about state or local government.

RESOURCE INFORMATION

CHART H

KIND OF INFORMATION	PLACE OF INFORMATION
FEDERAL	1. Federal Information Center Federal Building 575 N. Pennsylvania Indianapolis, Indiana 46204 Phone: 317-269-7373 Phone or write for any kind of federal information.
FEDERAL STATE LOCAL	2. Indiana State Chamber of Commerce 201 Board of Trade Building Indianapolis, Indiana 46204 Phone: 317-634-6407 a. "Let's Talk Politics" Information about candidates. Party platforms. State and federal voting district maps. Printed every 2 years. Cost: 35¢ b. "Here is Your Indiana Government" State and local organization. Executive, legislative, judicial. Indiana Constitution. Printed every 2 years. Cost: $2.00
FEDERAL	3. Office of the Indiana Attorney General Indiana State House Indianapolis, Indiana 46204 Copy of the U.S. Constitution. Cost: none
	4. U.S. Government Printing Office Washington, D.C. 20402 Ask for list of booklets about information you need. a. *Our American Government, What Is It?* Names of elected and appointed federal officials. Contains information on Congress, the Cabinet, and Supreme Court.
STATE LOCAL	5. Indiana State Board of Accounts 912 State Office Building Indianapolis, Indiana 46204 *Copy of Roster of State and Local Officials.* Names of Indiana elected and appointed officials. Names of county and many city elected officials. Printed every year — no cost.
STATE	6. State Information Center 155 State Office Building Indianapolis, Indiana 46204 Phone: 317-232-3140 Telephone or write if you have a question.
STATE & LOCAL	7. Your Newspaper. Ask about newspaper back files or library resources at the newspaper office. Explain what information you are seeking. 8. The Public Library. The *Federal Congressional Staff Directory* has much helpful information. Ask the librarian to help you locate the information you need.

9. Other sources. You can find information at the local political party headquarters, the town board office, the mayor's office, county election board, voter registration or local voting district offices.

ACTIVITY 12

Answer the following questions.

1. What is the phone number of the Federal Information Center? _____
2. What is the name and address of the office where you could get a free copy of the U.S. Constitution?

   _____

   _____

   _____
3. What is the phone number of the State Information Center? _____
4. Where would you obtain a copy of the *Roster of State and Local Officials?*

   _____

G&L - 2: INDIVIDUAL AND GOVERNMENT
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:
Upon completion of the Student Activity/ Task Packet the adult learner will know more about the individual citizen and government.

INTRODUCTION:
This SAT Packet contains information about the individual citizen and his/her responsibilities in the governmental process. Personal freedoms in relationship to the government and the voting privileges are included as important information for the adult student. The SAT Packet G&L-1 is recommended as a prerequisite for this packet. Sound filmstrips and audio-visuals are important methods of teaching difficult concepts of our governmental processes, including personal freedom in relation to government activity.

The Indianapolis Star-News provides a valuable service to adult students. The newspaper contains many stories of value concerning the political arena. In addition, they provide numerous materials free of charge. *The Power of the People* is an interesting filmstrip that can be borrowed without charge from the Star-News. Check with the local newspaper office in your area. They will usually provide filmstrips and educational materials to assist you. *Learning for Everyday Living* provides additional sources of information and materials. Materials from the community will be most valuable. Voter registration forms and other specific materials relating to the voting process should be obtained from the community.

ADAPTABILITY:
This packet is designed for the following methods of instruction: individualized, one-to-one tutorial, and group work.

Topics for group discussions should include:

1) Bill of Rights
2) constitutional amendments dealing with personal freedom and civil rights
3) voting process and the importance of being informed on the issues
4) articles from news media on government activities

READING LEVEL:
The student should experience success with this packet if he/she reads at Level I, Phase II. The student who reads at Level I, Phase I will need help with vocabulary words and difficult concepts.

MATHEMATICAL SKILLS:
No special math skills are needed to work in this packet.

PRE/POST TEST:
There is no Pre/Post Test. The student with reading problems might benefit more by demonstrating what he/she has achieved. For example, if the student can register and vote, then success can be measured.

ADDITIONAL MATERIALS NEEDED:

1) voter registration forms
2) sample ballots
3) copy of the Constitution of the United States

SKILLS OBJECTIVES:
Reading
- Develops vocabulary
- Obtains information
- Makes inferences
- Derives personal relevance

Writing
- Expresses self in writing
- Fills out forms

Speaking, Listening, Viewing
- Obtains information
- Derives personal relevance
- Considers ideas of others
- Persuades another

Problem Solving
- Defines situation
- Obtains information

Examines alternatives
Draws conclusions

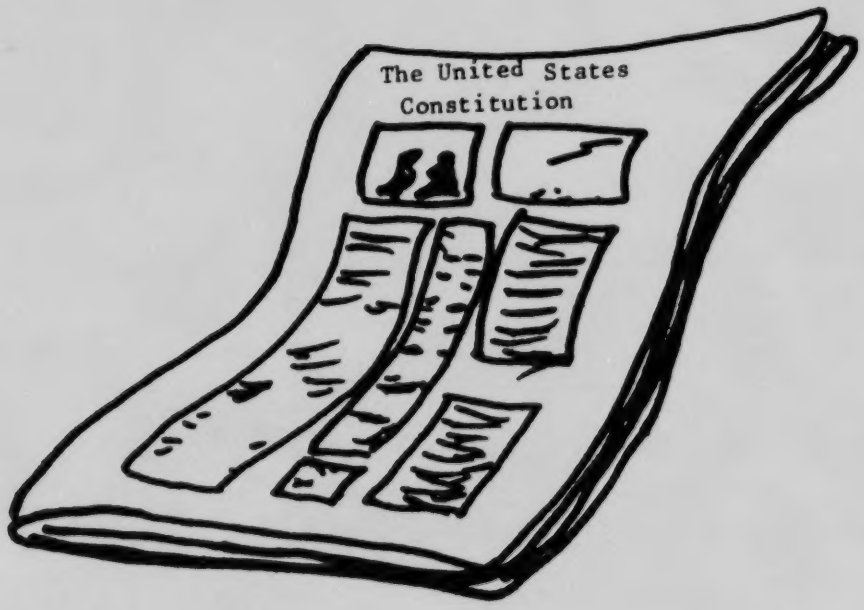
Interpersonal Relations

Explains self
Understands others' positions
Identifies potential conflicts

To the student . . .

Upon completion of this SAT Packet you will know more about how you, as a citizen, relate to our government. You will read about the:

- **individual citizen and the government**
- **The Bill of Rights and constitutional amendments**
- **how to vote and where**
- **ways to influence government actions**



WORDS AND THEIR MEANINGS

These are words you will need to know to study in this packet. Read the words and their meanings. If you need help ask your teacher for assistance.

Amendment
an addition to the Constitution

Assembly
a group of people meeting together for a purpose

Bail
money paid to get a person out of jail until the time of trial

Bill of Rights
first ten amendments to the Constitution

Candidate
a person running for an elected office

Civil law
protects a person's financial, personal, and property rights

Criminal law
covers serious crimes against people and property such as murder, robbery and arson

Indict
charge with a crime

Lobby
to work for a cause by influencing law makers

Petition
a written request

BILL OF RIGHTS. The United States Constitution gives us certain rights as citizens. These rights are stated in the first ten amendments to the Constitution. These ten amendments are called the *Bill of Rights.*

First Amendment
gives us the freedom:

to practice the religion of our choice.

of speech and press.

of assembly. (We can meet together in groups.)

to petition. (We can let the government know that we do not like something.)

Second Amendment
gives us the right to keep and bear arms.

Third Amendment
Soldiers may not stay in our homes without our permission (except in a manner prescribed by law).

Fourth Amendment
Our houses and our bodies cannot be searched unless there is a good reason.

Fifth Amendment
Says a person cannot be held for a crime unless indicted by a grand jury.

A person cannot be tried for the same crime twice.

A person does not have to be a witness against himself.

A person cannot have his life, liberty or property taken away without due process of law.

The government cannot take private property without paying for it.

Sixth Amendment
A person accused of a crime has a right to:
a speedy and public trial.

know the charge against him.

have a free lawyer.

Seventh Amendment
A person has a right to a jury trial in civil cases involving more than twenty dollars.

Eighth Amendment
Says that:

Unreasonable bail or excessive fines may not be imposed.

Cruel and unusual punishments may not be given.

Ninth Amendment
There are certain rights that must be upheld even if they are not written in the constitution. (Examples: the right to move wherever you want to. The right to change jobs, etc.)

Tenth Amendment
Each state has powers except those written in the constitution as a federal power, or those prohibited by the constitution.

ACTIVITY 1

Answer the following in your Student Response Booklet.

1) In your own words tell the basic rights as guaranteed by the first ten amendments. (Bill of Rights)

2) Don was accused of stealing a car. List his rights according to the 5th, 6th and 8th amendments.

WHO CAN VOTE? The Constitution set up a government by the people. However, in 1788 when the Constitution was written, only white men were allowed to vote. Later there were two amendments added to extend the voting privileges.

- 1880 - Black men were given the right to vote according to the 15th amendment.
- 1920 - Women were given the right to vote according to the 19th amendment.

The U.S. Constitution now says that any citizen who is 18 years of age or older can vote in a local, state and national election. (A citizen is one entitled to the rights and privileges of a free man. A citizen is also a resident of a state.) If a citizen of the U.S. has children, then the children are also citizens. A person from another country can become a citizen of the U.S. He/She must live in the U.S. for at least five years and successfully pass the citizenship test. After passing the test, an oath of loyalty is taken and the person becomes a naturalized citizen. Our country has many people who are naturalized citizens. They are very valuable to our country.

ACTIVITY 2

Write the answers to the following questions in your own words. Write the answers in the Student Response Booklet.

1) Why is the 15th amendment important?
2) Why is the 19th amendment important?
3) How does a person from another country become a naturalized citizen of the U.S.?

ELECTIONS. Each state is in charge of having its own elections. An election gives the people of that state an opportunity to vote. The election laws must abide by the U.S. Constitution. For example, a state:

- cannot charge money or tax the individual for voting privileges.
- will usually not let criminals vote.

A state:

- can decide how long a person must live in the state before being allowed to vote.
- can check to see if the voter has paid his taxes before allowing voting privileges.

HOW TO REGISTER TO VOTE. If you don't know how to register to vote, there are many ways to find out about registering and voting. Each county has a special telephone number to call. Your questions will be answered when you call. The number should be listed in the phone book under *Voter Registration.* If you can't find this number, then call the office of the city, county or town clerk. Ask them for information. There is also a special *State Information Center.* The number is area code 317 633-4740. (If you live in an area code different from the 317, it may cost you to call this number.)

You should register early in order to vote in the May primary election. If you call during the time set aside for registration, someone will come to your house to help you register. You could be asked to go to a specified place to register. Sometimes, the political parties have little booths set up in shopping centers to make it easy for you to register.

Registering to vote simply means that you must fill out a form. You include your name, address, and how long you have lived at your present address. Sometimes you are asked your political party. This information helps the major parties to prepare for the next election. However, you do not have to give this information when you are registering to vote.

RECEIPT OF REGISTRATION

Hendricks County of Indiana

Name

Township or Ward Washington Precinct 2

I hereby certify that the above named elector was registered as a voter of Hendricks County in the precinct of the ward or township indicated on Sept. 23 19___ by me.

Registration Number 125770

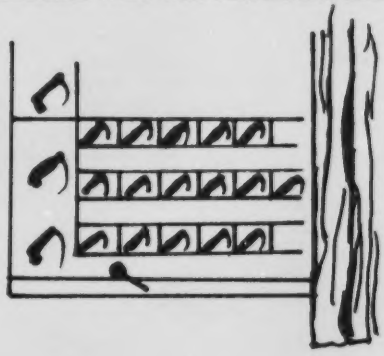
Hendricks Co. Board of Voters' Registration

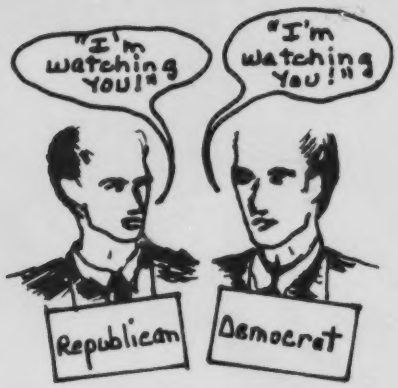
Glen M. Harvey Deputy Registration Officer

(Signature of Voter) (OVER)

WHERE TO VOTE. The polls, or voting places, are located in places in the neighborhoods of the voters. They are placed there on election day. Schools, churches, and other public places are used for voting. The state intends to have a polling place close to every voter's home. The county is responsible to the state to see that the elections laws are obeyed and that the voters have an opportunity to vote.

HOW TO VOTE. A voting machine or paper ballot is used for voting at the polls. The voter may mark his vote on the ballot. The paper ballots are used on special occasions or when machines are not available. If there is a voting machine, the voter moves tiny markers and pulls a large red handle so the machine will register the vote. This is all done in private. No one has a right to tell you how to vote. When you go to the polling place to vote, you will be asked your name, address and sometimes your party. When you go into the booth, the curtain is pulled so that no one can watch you move the levers and choose your candidates. In the May primary election, the voter must pick one party. The machine is then set for that party. You choose the candidates from one party. This vote will help to choose the candidates who will run in the fall election.





In the fall election, the voter has a choice of voting for candidates from more than one party. Workers from both political parties check each other to make sure that all fair voting rules are followed. When the polls close, observers watch as the votes are counted. This is to insure that all rules are obeyed and your vote will be counted.

ACTIVITY 3

If you have already registered to vote, tell how you registered, and where. Write your answer in the Student Response Booklet. If you are not registered to vote complete this Activity.

1. Find the telephone number for Voter's Registration in your area.
2. Ask what you must do to become registered.

GET THE FACTS. Before each election it is important to learn about the people who are running for office. Candidates must tell about themselves to get votes. They use the *mass media,* television, radio, newspapers and magazines. Some candidates talk a lot but say little. You must watch for:

- speeches that work on your feelings
- simple sayings often repeated
- a nice smile and worthless promises
- trying to make the other candidate look bad
- musical jingles that sound good but mean nothing

An informed voter:

- looks for facts
- looks for the whole truth
- knows where candidates stand on issues
- knows what jobs the candidate has had to help prepare him for the office
- knows how the candidate has voted on important issues

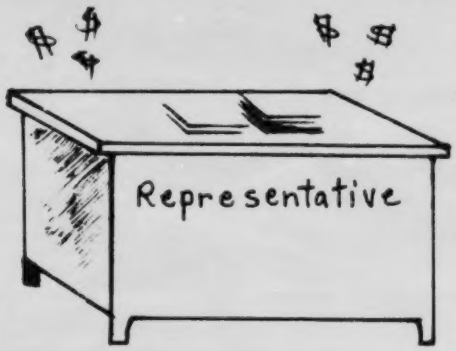
Since each citizen can vote, the action of one person *can* make a difference. Many elections are *very* close races. The winner might have lost if one or two people had decided not to vote that day.

PROTECT YOUR VOTE. After the election, watch to see if elected officials are doing a good job. Check to see if the people you voted for are keeping their campaign promises.

You can write letters and make phone calls to elected officials. Elected officials want to keep their jobs. They pay close attention to the way voters feel about an issue.

ACTIVITY 4

Choose an issue that is important to you. Write a letter to your senator or representative in Washington, D.C. You may not have an issue that really bothers you. If not, think about the ways the government spends money. Choose an area in which too much money is spent. Write about that issue.



OTHER WAYS TO INFLUENCE GOVERNMENT ACTIONS. You might join, or start, an interest group. An interest group is a group of people who want the government to do something for their own cause. Farmers, teachers, auto workers and doctors all have political interest groups. These groups help to elect candidates they want. They also lobby. This means talking and writing to law makers regularly.

ACTIVITY 5

At one time farmers from all over the country drove their tractors to Washington, D.C. to protest low farm prices.

In your Student Response Booklet, write your opinion about this kind of protest.

SUMMARY: In this SAT Packet, you have learned about the first ten amendments called the Bill of Rights. You have learned about the 15th and 19th amendments and their importance in securing the right to vote for all citizens. The Bill of Rights, and other amendments represent ways of preserving freedoms.

The word *freedom* means many different things to people. Some think it means the right to do whatever they please. Some think it means the right to publish or sell obscene materials. Some think it means to have the right to have public demonstrations.

ACTIVITY 6

What does the word *freedom* mean to you? Write your answer in the Student Response Booklet. Use as much space as you need to express your opinion. Use a separate sheet of paper if necessary.

G & L - 2
ANSWER KEY

ACTIVITY 1

1. Answers will vary.
2. 5th

   A person cannot be tried for the same crime twice.

   A person does not have to be a witness against himself.

   A person cannot have his life, liberty or property taken away without due process of law.

   The government cannot take private property without paying for it.

   6th

   A person accused of a crime has a right to:
   - a speedy and public trial
   - know the charge against him
   - have a free lawyer

   8th

   Unreasonable bail or excessive fines may not be imposed.

   Cruel and unusual punishments may not be given.

ACTIVITY 2

1. Answers will vary.
2. Answers will vary.
3. He/she must live in the U.S. for at least five years.

   He/she must pass a citizenship test.

   He/she must take an oath of loyalty to the U.S.

ACTIVITY 3

Answers will vary.

ACTIVITY 4

Answers will vary.

ACTIVITY 5

Answers will vary.

ACTIVITY 6

Answers will vary.

STUDENT RESPONSE BOOKLET

GOVERNMENT & LAW - 2
INDIVIDUAL AND GOVERNMENT

NAME _____

DATE _____

ACTIVITY 1

1) On a separate sheet of paper, tell, in your own words, the basic rights as guaranteed by the first ten amendments. (Bill of Rights)
2) Don was accused of stealing a car. His rights according to the 5th, 6th and 8th amendments are:

_____

_____

_____

_____

_____

_____

ACTIVITY 2

1) The 15th amendment is important because _____

_____

2) The 19th amendment is important because _____

_____

3) How does a person from another country become a naturalized citizen of the U.S.?

ACTIVITY 3

1) List the telephone number for the Voter's Registration in your area.

_____

2) If you have already registered to vote, tell how you registered and where.

ACTIVITY 4

Write about the issue you have selected.

_____

_____

_____

_____

_____

_____

_____

_____

ACTIVITY 5

Write your opinion about the protest staged by the farmers, or a similar situation.

_____

_____

_____

_____

_____

_____

_____

ACTIVITY 5

The word *freedom* means _____

_____

_____

_____

_____

_____

G & L - 3: INDIVIDUAL AND THE LAW
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:
Upon completion of this Student Activity/Task Packet the adult learner will be able to understand the relationship between the individual and the legal system.

INTRODUCTION:
This packet contains information about the individual and the legal system, the appropriate courses of action in situations involving one's legal rights, and costs involved in obtaining legal aid.

ADAPTABILITY:
This packet may be adapted for use with the following methods of instruction: individualized, one-to-one tutorial and group work.

Group activities should include:

Discussions of the relative jurisdiction of the courts and the right to appeal.

Discussions on circumstances under which it would be advisable to obtain legal aid and the various sources of legal aid. (probation department, police department, department of corrections, Legal Aid Society and Legal Services Office).

Discussions which focus on the probable length of sentence upon conviction for various crimes, requirements for paroles and pardons.

READING LEVEL:
The student should experience success with this packet if he/she reads at Level I, Phase II. The student who reads at Level I, Phase I will need help with vocabulary words and difficult concepts.

MATHEMATICAL SKILLS:
The adult learner will need to understand and work with decimals when studying in this packet. He/she may learn these skills while progressing through the packet.

PRE/POST TEST:
The Pre/Post Test is to be administered before and after the student has completed the SAT Packet.

ADDITIONAL MATERIALS NEEDED:
White and Yellow Pages — telephone book

SKILLS OBJECTIVES:
Reading
- Develops vocabulary
- Obtains information
- Derives personal relevance

Writing
- Seeks information
- Derives personal relevance

Problem Solving
- Defines situation
- Obtains information
- Examines alternatives
- Determines plan of action

Interpersonal Relations
- Explains needs and concerns
- Understands others' positions
- Identifies potential conflict

Computation
- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals

G & L - 3: Individual & Law
PRE-POST TEST

1) If you are arrested, you have certain rights. List the rights that are guaranteed to you by the law.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. _____

l. _____

G & L - 3: Individual & Law
PRE-POST TEST ANSWER KEY

1) Your rights when arrested are as follows. You have the right

a. to remain silent.

b. to talk to a lawyer.

c. to have a lawyer there while being questioned.

d. to be provided a lawyer if you are unable to pay.

e. to telephone someone to let them know that you have been arrested.

f. to be told what law was broken.

g. to be treated innocent until found guilty by a court.

h. to have a fair amount of bail.

i. to have a prompt trial.

j. to have a trial by jury.

k. to hear and question accusers during the trial.

l. to appeal to a higher court.

To the student . . .

In this Student Activity/Task Packet you will read information about where and how to find a lawyer. You will read about the court systems in our country. You will know more about your rights as an individual.

WORDS AND THEIR MEANINGS
Use this list of words with their meanings to help you when working in this packet.

Right
in accordance or compliance with the law

Lawyer
a person who gives legal advice

Public
the people of a community

Charges
an accusation or indictment against a person

Testify
to make a statement of truth under oath

Jury
a certain number of people (men/women) selected according to law and sworn to determine the facts and to declare the truth according to evidence presented in a court of law

Trial
the examination of a cause between parties in a court of law to determine the outcome

Impartial
unbiased — not prejudiced — fair

Witness
a person called to testify before a court

Law
a rule by which people govern themselves

Guilty
found to be responsible for a crime

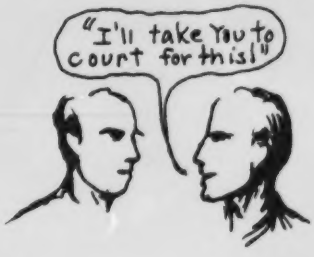
Innocent
not guilty of a crime or offense

Bail
money or property value given to make sure a person will appear in court

Accuse
to say that someone has done something wrong

YOU AND THE LAW. The laws are written to help people. You can use the law to help *you*. A lawyer can help you avoid making mistakes. It is good to have a family lawyer just as you have a family doctor. He can give you a legal checkup! Just as you are used to having a physical checkup, a lawyer can go over your legal situation with you. Since laws and circumstances change, a legal checkup is important. Some people cannot afford a family lawyer to discuss problems with them. There are still ways to have good legal help when you need it.

HOW TO FIND THE RIGHT LAWYER. It may take some time and effort to find the lawyer who will be right for you. This is different from the mad dash to find someone when you are in trouble. It is better to become acquainted with someone before trouble strikes. Our society is very complex today. Problems arise that we don't expect. Sometimes the problems are not our fault. We still have to have good legal service. The time spent in finding a good lawyer is well worth it. It will assure you of good service.



There may be a lawyer referral service where you live. You might find a referral at the county seat. Such a service is sponsored and supervised by the local bar association. If there is one, you will find it listed in the Yellow Pages. The referral service can give you the name of a reliable attorney. You can have an interview with him for a small fee. You can

then decide if you like the lawyer. You will not be under obligation to continue with him. If there is no refrral service, there may be a city or county bar association. You will find it listed in the Yellow Pages if there is one near you. You can also ask at the courthouse. Someone there will know the name and address of the president of the local bar association. You can then ask for the name of a good lawyer.

If you cannot afford to pay a fee for a lawyer, there may be a legal aid society where you live. There might be a committee of lawyers who give free legal service in certain cases.

The Legal Services Organization of Indiana is one of the legal services programs in the state. This organization publishes a pamphlet that will provide you with valuable information about legal matters. They offer free legal advice and represent persons who are of low income. LSO has 8 offices. Each of these offices serves a number of surrounding counties. They do not handle criminal cases. Defendants in criminal cases (including traffic offenses) who can't afford to pay for a lawyer have the right to free attorneys appointed by the court. You should contact the court about the public defender services in your county. Tell the judge the first time you are in court that you can't afford to hire an attorney.

Matters concerning civil cases can be handled by the LSO or other similar organizations. The LSO has offices located in:

- Indianapolis (1)
- Bloomington (2)
- Columbus (3)
- Muncie (4)
- Evansville (5)
- New Albany (6)
- Richmond (7)
- Anderson (8)

ACTIVITY 1

The LSO office in each area represents surrounding counties. Find the city on the map that is nearest you. Which city would you call to ask about the LSO? Write the answer in the Student Response Booklet.

ACTIVITY 2

If you do not know where to get legal services, write to this address:

National Legal Aid and Defender Association
1155 East 60th Street
Chicago, IL 60637

ACTIVITY 3

If you needed help with a legal problem, what would you do? Write your answer in the Student Response Booklet.

WHAT WILL IT COST? You will want to know about the cost. It is important to know what you will have to pay for legal services. There is no exact answer to this question of cost.

(clip of man worried about legal cost)

There are some guidelines that will help you.

1) Usually a lawyer charges on the basis of the amount of time he spends in serving you. (This includes the time spent in talking, telephoning, looking up the law, preparing legal documents, and writing letters.)
2) Sometimes an attorney (lawyer) will set a flat fee for certain types of work such as:
   - drawing up a will
   - probating an estate (when someone dies)
   - handling a real estate transaction
3) In some cases a percentage of the amount (which is collected by the client, or awarded to him by the court) is charged.
4) In some cases, the attorney gets no fee at all if the case is lost in court.
5) Some lawyers get very high fees in a difficult case that takes a lot of time.

Usually their fees are reasonable for the services they perform. When you first consult with the lawyer, you should ask him the basis on which he will set his fee. If it is on an hourly basis, find out the hourly rate. He can give you a rough estimate of the total cost.

For certain kinds of legal work, the attorney's fee is subject to approval by a court, or federal agency. This is usually true in cases such as:

- guardianships
- estates
- proceedings concerning retirement benefits (such as Social Security)

Fees are sometimes adjusted on the client's ability to pay. If the attorney asks you about your money situation, tell him truthfully. A true statement about this may result in a lower fee for you.

Clients often wonder why it is necessary to pay a fee if the lawyer doesn't go to court, or prepare a document. Giving *advice* before something happens can be time consuming. It is often the most valuable service a lawyer can give to his clients.

Points to Remember!

a. Don't talk about your legal problems to strangers.
b. Be careful about recommendations made without your asking for them. (Lawyer referral services are exceptions to this.)
c. If you are receiving service from a public welfare agency, that agency may pay for consultation on your legal problems.
d. Don't take the advice of well-meaning friends about how to solve a legal problem.
e. Choose the lawyer that best fits your need.

TALKING TO A LAWYER. Now that you have decided which lawyer you would like to serve you, what's it like to talk to him? It is much like going to any other business office. You should make an appointment. Get to the office on time. The lawyer will see you as soon as he can. Sometimes you may have to wait. They cannot always keep on schedule.

The lawyer will ask you to tell him about your problem. He will listen. Be brief as possible. He will ask you questions. He may make some notes. He is trying to make an evaluation of your problem. The lawyer you talk to will probably not be the one whose name is at the head of the list on the office door. His name might not appear at all. Don't feel that you are getting "second best." The whole firm works together. Each lawyer is chosen carefully and his work is supervised until he comes up to the firm's standards.

A lawyer can serve you in many ways.

- He can advise you about legal problems.
- He can use legal procedures to handle your problems.

- He can draw up a will for you.
- He can draw up a deed or contract.
- He can review legal documents to see that your interests are protected.
- He can negotiate with others on your behalf.
- He will go to court for you if you are being sued or have a legal claim which cannot be solved by negotiation.
- He can advise you about affairs which are not matters of law.
- He can call on experts from other fields to help you.

Remember, it is better to see a lawyer before difficulties arise. It is usually less expensive in the long run-than seeing one after problems are upon you. **Be a good client.** Know what your lawyer has to offer. Don't expect him to go beyond that which he cannot do. Know the limits beyond which he can't go to help you. Try to understand you are not his only client. Use your own good common sense to **help** your lawyer **help** you. Here is a list of "don'ts" that will help avoid legal problems.

- Don't sign anything until you understand it.
- Don't sign anything until you have read it, or have had it read to you.
- Don't sign anything involving sums of money until you have legal advice.
- Don't sign any kind of contract until you have had legal advice.
- Don't sign papers involving your home without legal advice.
- Don't sign a power of attorney without legal advice. (This means another person has power to act for you.)
- Don't transfer any kind of legal titles without the advice of an attorney.
- Don't make a will, or revise one, or buy a legal form and fill it in yourself.
- Don't fail to check with an attorney if you move to another state. (The laws and rules may be different from where you previously lived.)

In most court cases, it is important to have a good lawyer or attorney. The lawyer's job is to know and understand the laws of the state and country. Some cases where you might need an attorney are:

- when you buy or sell land or have an argument about your land
- if you are arrested
- before you sign a contract for a lot of money
- if you go to civil court
- when you make a will
- when you have personal problems — (divorce)
- when you need child support or want child custody
- when you have problems (credit agreements, bill collectors)
- when you have welfare problems
- when you have problems in renting (landlord, etc.)
- when you have tax problems

ACTIVITY 4

Put a (✓) before each statement that tells when you think you should call a lawyer. Do this in the Student Response Booklet.

ACTIVITY 5

Write the answers to these questions in the Student Response Booklet.

1) If you **can't** afford to pay for legal services, where would you go in your community?
2) If you **can** afford to pay for legal services, where would you go in your community?

CIVIL AND CRIMINAL LAW. Our laws are divided into two divisions called:

- civil law
- criminal law

Civil law does not cover violent acts. It does cover cases such as: child support, divorce, wills, contracts, and complaints. For example, you have your house painted. In a few weeks the paint begins to peel off. The company will not do anything about it. You can file a complaint in civil court to try to force the company to make an adjustment.

Criminal law deals with serious, often violent crimes. There are two types of crimes under criminal law.

- misdemeanors
- felonies

Misdemeanor. A misdemeanor is less serious than a felony. Look at the list of common misdemeanors.

- shoplifting
- speeding
- stealing something that is not worth much
- littering the highway

The sentence, or punishment, for misdemeanor may be a fine and/or jail sentence of less than a year.

Felony. Look at the list of common felonies.

- murder
- kidnapping
- arson (setting fires on purpose)
- embezzlement (taking the company's money for personal use
- theft of expensive things
- perjury (telling a lie in court)
- rape

The sentence for a felony may be a fine, a long jail term, or even death by order of a jury or court.

ACTIVITY 6

Read this list of crimes. Write the answers in the Student Response Booklet. Mark **F** if the crime is a felony. Mark **M** if the crime is a misdemeanor.

kidnapping
being drunk in public
shoplifting
theft of small sums
forgery
perjury
embezzlement
murder
arson
breaking highway speed laws
theft of large sums
actions such as littering or breaking parking rules

ACTIVITY 7

Which of these cases are civil and which are criminal? Write the answers in the Student Response Booklet.

divorce
shoplifting
stealing
littering the highway
murder
kidnapping
arson
forgery
being drunk in public
complaints
speeding
wills
child support payments

ACTIVITY 8

Dan was given some land worth $60,000. It was left to him in a will. He needed the help of a lawyer. The lawyer said he would take the case for 15%. How much would Dan have to pay the lawyer? Show the math and how you figured the cost in the Student Response Booklet.

ACTIVITY 9

Beth could not afford to pay an attorney when she was accused of shoplifting. The attorney had told her his charge was $50 an hour. He said the case would take about 12 hours. How much would Beth have to pay? Since she cannot afford to pay this much, what should she do? Write the answers in the Student Response Booklet.

ACTIVITY 10

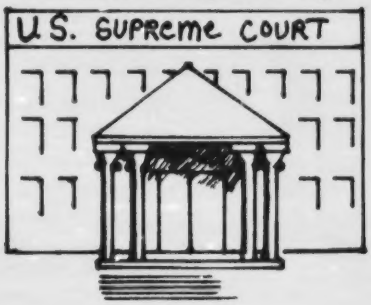
Seth was involved in a car crash. He was badly injured. He has his attorney file a law suit. The jury awarded him $75,000. If the attorney's fee was 20%, how much did the attorney charge?

OUR COURT SYSTEM. In the United States we have federal courts, state courts and local courts. The purpose of the court system is to make sure that laws are fair. The courts also settle arguments and punish people who break the law.

FEDERAL COURTS. Congress was given the power to set up a federal court system. The guidelines are found in the Constitution. Federal courts hear cases that have to do with federal laws. These courts also hear cases that involve more than one state.

The U.S. Supreme Court is at the top of the court system. This court decides if laws are in line with our constitution. Sometimes a law is passed that violates or goes against something written in the Constitution. When this happens, the Supreme Court says the law is unconstitutional. The law is thrown out.

The Supreme Court is a court of appeals. This means it hears cases that have already been heard by less important courts. There are not many cases that make it to the Supreme Court. This court will listen only to very important cases.

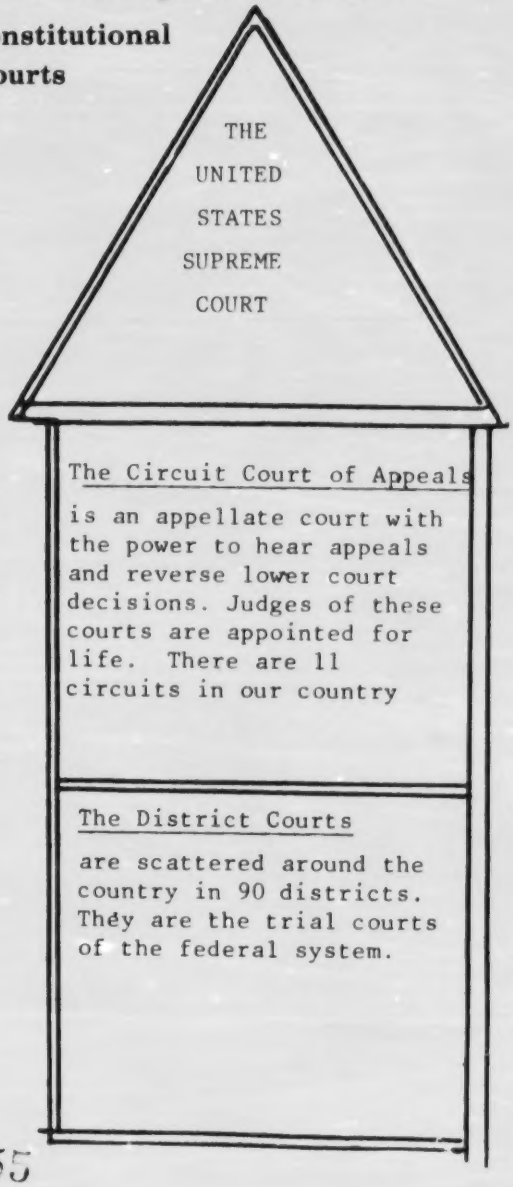


Federal Court of Appeals. These courts are the next highest level. Sometimes they are called circuit courts. They got this name because the country has been divided into eleven areas called circuits. Each circuit has a Court of Appeals. These courts hear cases that come from the federal district courts.

Federal District Courts. Every state has at least one of these courts. Some states have more than one federal district court. These are the courts that hear federal cases for the first time.

The Court System is established by the U.S Constitution. It is one of the most involved systems in the world today. There are two kinds of federal courts: **Constitutional Courts and Legislative Courts.**

Constitutional Courts


THE UNITED STATES SUPREME COURT
The Circuit Court of Appeals
is an appellate court with the power to hear appeals and reverse lower court decisions. Judges of these courts are appointed for life. There are 11 circuits in our country
The District Courts
are scattered around the country in 90 districts. They are the trial courts of the federal system.

The **legislative courts** hear only cases that are within their own special areas of concern such as:

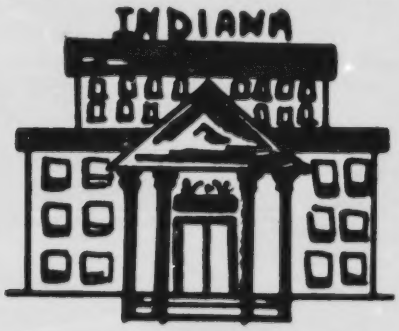
- Custom Court
- Court of Military Appeals
- Court of Claims
- Court of Customs and Patent Appeals

Judges of these courts are appointed for terms set by Congress.

STATE COURTS. The top three state courts are similar to the three federal courts. They are:

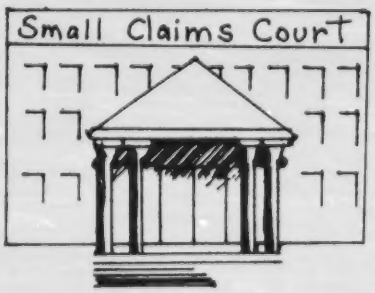
The Indiana Supreme Court
The State Court of Appeals
The State Circuit Courts

These courts were set up by the Constitution which governs Indiana. These state courts hear cases that have to do with state laws.



STATE COURTS

Indiana also has county courts and city, or municipal courts. These courts hear local cases. There are other courts in our state, such as small claims courts and juvenile courts. These courts are sometimes called Special Courts.



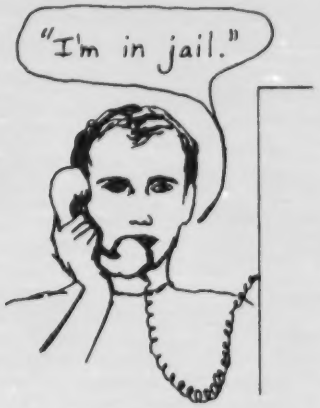
ACTIVITY 11

In your Student Response Booklet, show the State Courts in order, using the form provided. Start with the Indiana State Supreme Court at the top.

RIGHTS OF AN ARRESTED PERSON. The United States Constitution states that everyone has a right to fair treatment. An arrested person has the following rights:

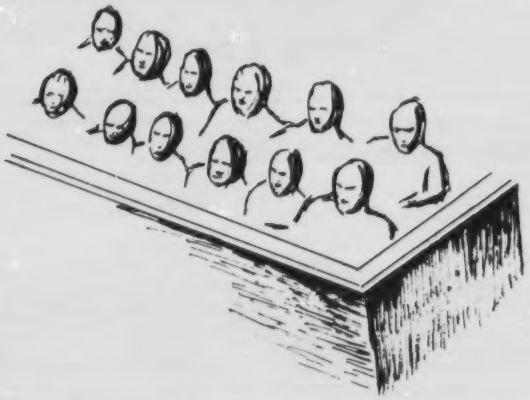
a. right to remain silent

b. right to talk to a lawyer
c. right to have a lawyer there while being questioned
d. right to be given a free lawyer if unable to pay for one
e. right to telephone someone to let them know about the arrest.



f. right to be told what law was broken
g. right to be treated innocent until found guilty by a court
h. right to have a fair amount of bail (bail money is paid so that a person can get out of jail until the time of trial)
i. right to have a prompt trial

j. right to have a trial by jury (A jury is a group of citizens who hear a case. They then decide together if accused person is guilty)



k. right to hear and question accusers during the trial

l. right to appeal to a higher court

ACTIVITY 12

What are the basic rights provided to the individual by the U.S. Constitution. Write your answer in the Student Response Booklet.

The constitution also says that a person's body or property cannot be searched unless:

1) The police officer has a search warrant. (This is a paper issued by a judge).
2) The police officer has a good reason to think a crime has occurred.

An arrested person has a right to due process of the law. This includes the right to a free, court appointed lawyer if he/she cannot afford one, and in most cases, a jury trial. It also means a person must have a fair trial. Let's look at the basic steps involved in a criminal court case. The crime committed is a felony, a serious crime.

1. Before **arresting** someone, the police must have a reason to believe a crime has been committed, and that the person arrested has committed the crime.
2. The person is taken by the police to the police station, and must be told of the right to counsel and the right to make bail. The police make a record of the charges against the suspect. This is called **booking**.
3. A **complaint** is made. This is a piece of paper that tells about the crime for which the person was arrested. (These are also called **charges**).

4. **Bail.** After a suspect has been booked for a crime, and been told of the charges, he/she may be entitled to make bail. This is money that is put on deposit to make sure that if the defendant is freed until time of trial, he/she will show up for the trial. If they should not, the money is not returned.
5. **Preliminary Hearing.** (First hearing of the charges). The **prosecutor** is on the side of the government. He may

decide not to prosecute the case or he may write up an **indictment** that says there is enough evidence to send the case to court.

6. **Evidence** means everything that might prove innocence or guilt. Sometimes a **grand jury** must decide if there is enough evidence to make the indictment. If there isn't enough evidence, the case is closed.
7. **Arraignment.** At the arraignment, the judge reads the indictment. The judge provides a public defender for the defendant if he can't afford to pay for one. Next the judge asks the defendent to enter a **plea**. This means the defendant can say "guilty" or "not guilty".

8. **Trial.** The defendant can have a jury trial (in most cases) if requested. If a jury trial is not requested, the judge decides the verdict. At the trial, the prosecutor must prove that the defendant is guilty. Until then, the defendant is considered not guilty.
9. **Evidence.** At the trial, both sides try to tell everything the judge and jury need to hear or see in order to make a fair decision. There are fair rules to follow when giving evidence, too.
10. **Witnesses.** During the trial, both sides call on people to tell what they know about the facts in the case. These are called **witnesses.**
11. **Verdict.** If there is a jury, the jury studies all of the evidence in the case. They then decide whether the defendant

is guilty or not guilty. This is called a **verdict.**

12. **Judgment.** The judge makes the last decision. This is called the **judgment.** If there is a jury, he accepts the jury's verdict.
13. **Sentence.** Finally, the judge gives the **sentence**, or punishment. He has laws to follow in deciding how much punishment he can give.

GUILTY. After a person has been found guilty of committing a crime, he/she is called a criminal. The criminal is given a criminal. The criminal is given punishment (or a sentence) by the judge or jury. The sentence may be a jail term or a fine, or both. Jail terms are different for different crimes. The longest jail term and the largest fine that may be given for a crime are written in state law.

Persons found guilty of murder might be given a long jail term, life in prison, or even a death sentence. If a person has been in jail before, the sentence will usually be longer. If a gun is used when a person commits a crime, the jail sentence is even longer.

A few criminals are pardoned. Only a governor or the President can grant a pardon.

After serving a certain amount of time in jail, a criminal can ask for a parole. This request then goes before the parole board and may or may not be granted. When on parole, a person is released from prison. He/she must lead a crime-free life and report to a parole officer as scheduled. The parole can be returned to prison if the rules are disobeyed.

A convicted criminal loses the right to vote and the right to drive a car in some states. There are many jobs that are not open to a person with a criminal record.

CIVIL LAW. Common civil cases include the following: contract, slander, assault, battery and negligence.

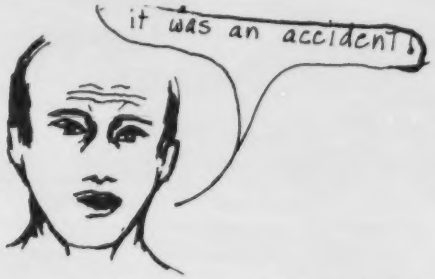
Contracts. Under civil law a person may take a case to court if a contract is broken. A contract is a promise to do something. Payment must be made in order to have a contract. The best kind of contract is a written contract. The promise must be made by two people who agree and were not forced into the contract. There are many kinds of contracts: rent contracts, contracts to buy land, contracts to borrow money, contracts to buy goods or services, and work contracts.

Slander. Slander is saying something that is not true to make someone else look bad. It is spoken on purpose in order to hurt someone. The person who is hurt by the slander can take his/her case to court.

Assault. Assault is a physical or verbal attack on someone.

Battery. Battery is hitting, beating or using force on another person.

Negligence. Accidental negligence means someone was hurt because another person was careless. For example, if a guest trips over a child's toy and breaks an arm, the guest may charge the parents with negligence. Car accident cases are sometimes taken to civil court if a driver was careless.



Product Negligence. Sometimes a company sells a faulty product. If someone is hurt or killed from using the product, the company may be found negligent. They can be sued.

ACTIVITY 13

In your Student Response Booklet, tell in your own words what the following words mean.

arrest
book
complaint (charges)
bail
preliminary hearing
indictment
arraignment
trial
evidence
witnesses
verdict
judgment
sentence

ACTIVITY 14

If your Student Response Booklet, fill in the blank with the letter of the correct meaning for each word.

1. parole	a. sentence in which a criminal does not go to jail
2. pardon	b. physical or verbal attack on someone
3. probation	c. guilty person
4. slander	d. usually a jail term or fine
5. assault	e. using force on another
6. product negligence	f. President lets a criminal go free
7. criminal	g. promise to do something
8. battery	h. faulty merchandise
9. sentence	i. untrue statements
10. contract	j. release from prison after serving part of a sentence

G & L - 3
ANSWER KEY

ACTIVITY 1

Answers will vary

ACTIVITY 2

Answers will vary

ACTIVITY 3

Answers will vary

ACTIVITY 4

Answers will vary

ACTIVITY 5

Answers will vary

ACTIVITY 6

kidnapping	F
being drunk in public	M
shoplifting	M
theft of small sums	M
forgery	F
perjury	F
embezzlement	F
murder	F
arson	F
breaking highway speed laws	M
theft of large sums	F
actions such as littering or breaking parking rules	M

ACTIVITY 7

divorce	civil
shoplifting	criminal
stealing	criminal
littering the highway	criminal
murder	criminal
kidnapping	criminal
arson	criminal
forgery	criminal
being drunk in public	criminal
complaints	civil
speeding	criminal
wills	civil
child support payments	civil

ACTIVITY 8

Dan would have to pay the lawyer $9,000.00

$60,000.00 X 15% = $9,000.00

ACTIVITY 9

a. Beth would owe the lawyer $600.00

12 hours X $50.00 = $600.00

b. Beth could explain the situation to her lawyer. He might reduce the fee. She could contact a legal aid society, or a legal services organization.

ACTIVITY 10

Seth would owe the lawyer $15,000.00.

$75,000 X 20% = $15,000.00

ACTIVITY 11

Indiana Supreme Court
State Court of Appeals
State Circuit Courts
County Courts
City or municipal courts
Special Courts (juvenile, small claims)

ACTIVITY 12

a. right to remain silent
b. right to talk to a lawyer
c. right to have a lawyer while being questioned
d. right to be given a free lawyer if unable to pay for one
e. right to telephone someone to let them know about the arrest
f. right to be told what law was broken
g. right to be treated innocent until found guilty by a court
h. right to have a fair amount of bail
i. right to have a prompt trial
j. right to have a trial by jury
k. right to hear and question accusers during the trial
l. right to appeal to a higher court

ACTIVITY 13

Answers will be in student's words.

ACTIVITY 14

1. parole j
2. pardon f
3. probation a
4. slander i
5. assault b
6. product negligence h
7. criminal c
8. battery e
9. sentence d
10. contract g

STUDENT RESPONSE BOOKLET

GOVERNMENT & LAW - 3

INDIVIDUAL AND LAW

NAME _____

DATE _____

ACTIVITY 1

The city I would call to ask about LSO is _____.

ACTIVITY 2

Write your letter to National Legal Aid here.

_____

_____

_____

_____

_____

ACTIVITY 3

What would you do if you needed help with a legal problem?

_____

_____

_____

_____

ACTIVITY 4

Put a (✓) before each statement that tells when you think you should call a lawyer.

( ) when you buy or sell land or have an argument about your land
( ) if you are arrested
( ) before you sign a contract for a lot of money
( ) if you go to civil court
( ) when you make a will
( ) when you have personal problems - (divorce)
( ) when you need child support or want child custody
( ) when you have problems (credit agreements, bill collectors)
( ) when you have welfare problems
( ) when you have problems in renting (landlord, etc.)
( ) when you have tax problems

ACTIVITY 5

1) If you **can't** afford to pay for legal services, where would you go in your community?

_____

2) If you **can** afford to pay for legal services, where would you go in your community?

_____

ACTIVITY 6

Read the list of crimes. Mark "F" if the crime is a felony. Mark "M" if the crime is a misdemeanor.

kidnapping _____
being drunk in public _____
shoplifting _____

breaking highway speed laws _____

theft of large sums _____

actions such as littering or breaking parking rules _____

theft of small sums _____

forgery _____

perjury _____

embezzlement _____

murder _____

arson _____

ACTIVITY 7

Which of these are civil cases and which are criminal?

divorce _____

shoplifting _____

stealing _____

littering the highway _____

murder _____

kidnapping _____

arson _____

forgery _____

being drunk in public

complaints _____

speeding _____

wills _____

child support payments _____

ACTIVITY 8

Dan would have to pay the lawyer _____

Show how you arrived at this figure.

ACTIVITY 9

Beth would have to pay the attorney _____

Show how you arrived at this figure.

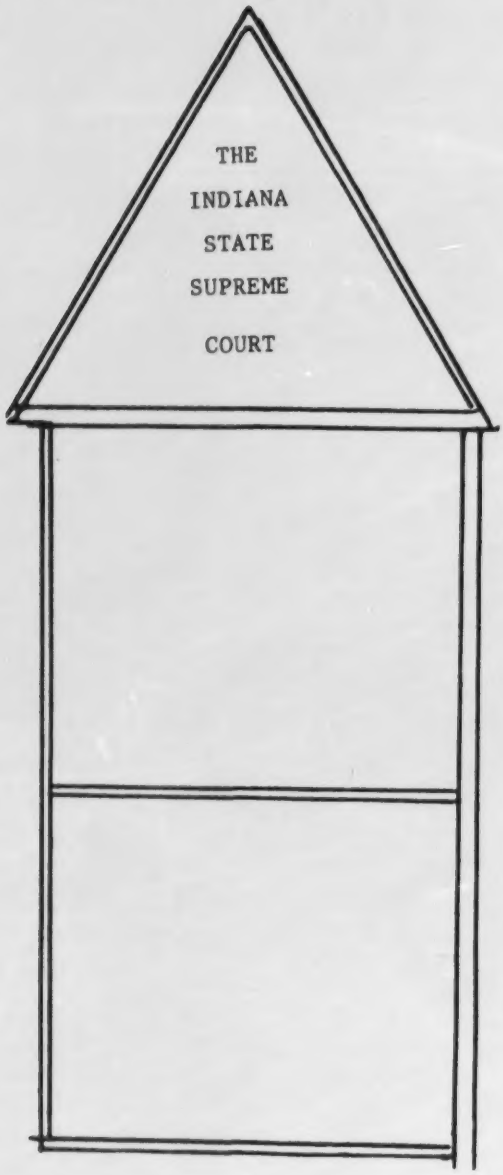
ACTIVITY 10

Seth's attorney fee was_____.

Show how you arrived at this figure.

ACTIVITY 11

Show the courts in their proper order.



ACTIVITY 12

The basic rights provided to the individual by the U.S. Constitution are:

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

ACTIVITY 13

In your own words, tell what the following words mean.

arrest _____

book _____

complaint _____

bail _____

preliminary hearing _____

indictment _____

arraignment _____

trial _____

evidence _____

witnesses _____

verdict _____

judgment _____

sentence _____

ACTIVITY 14

Fill in the blank with the letter of the correct meaning for each word.

_____ 1. parole	a. sentence in which a criminal does not go to jail
_____ 2. pardon	b. physical or verbal attack on someone
_____ 3. probation	c. guilty person
_____ 4. slander	d. usually a jail term or fine
_____ 5. assault	e. using force on another
_____ 6. product negligence	f. President lets a criminal go free
_____ 7. criminal	g. promise to do something
_____ 8. battery	h. faulty merchandise
_____ 9. sentence	i. untrue statements
_____ 10. contract	j. release from prison after serving part of a sentence

G&L - 4: LEGAL DOCUMENTS
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of the Student Activity/ Task Packet the student will obtain a working knowledge of the various legal documents which the individual will need as a member of society.

INTRODUCTION:

This packet contains information about the commonly used legal documents, the purpose and nature of these documents, and those required for personal needs. To maximize the relevance of the packet, actual sample copies of different kinds of legal documents would be most beneficial. Some examples should include: a lease agreement, a birth certificate, death certificate, social security application, real estate deed, car title and a copy of a blank will. There are many others that might be important to the needs of the students. These documents should be obtained locally so that they apply directly to the student and his surroundings.

ADAPTABILITY:

This packet may be adapted for use with the following methods of instruction: individualized, one-to-one tutorial, and group work.

There are several agencies that will provide valuable resource people. The Legal Services Organization will provide an attorney or representative to assist in the instruction about legal documents. Check in your community to find other sources. It will provide incentive for group and discussion work.

READING LEVEL:

The adult student should experience success with this packet if he/she reads at Level I, Phase II. Group work and discussions with resource personnel will give aid to the Level I, Phase II. Group work and discussions with resource personnel will give aid to the Level I, Phase I student who needs to understand the information in this packet.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no Pre/Post Test for this packet.

ADDITIONAL MATERIALS NEEDED:

You and the Law published by the Legal Services Organization of Indiana, Indianapolis Community Legal Education Project, 107 N. Penn. Street, Suite 300, Indianapolis, IN 46204. (Telephone number - 317-639-4151.)

SKILLS OBJECTIVES:

Reading

- Develops vocabulary
- Obtains information
- Notes details
- Derives personal relevance

Writing

- Organizes information
- Outlines in writing

Speaking, Listening, Viewing

- Seeks information
- Expresses opinions
- Makes Inferences
- Derives personal relevance

Problem Solving

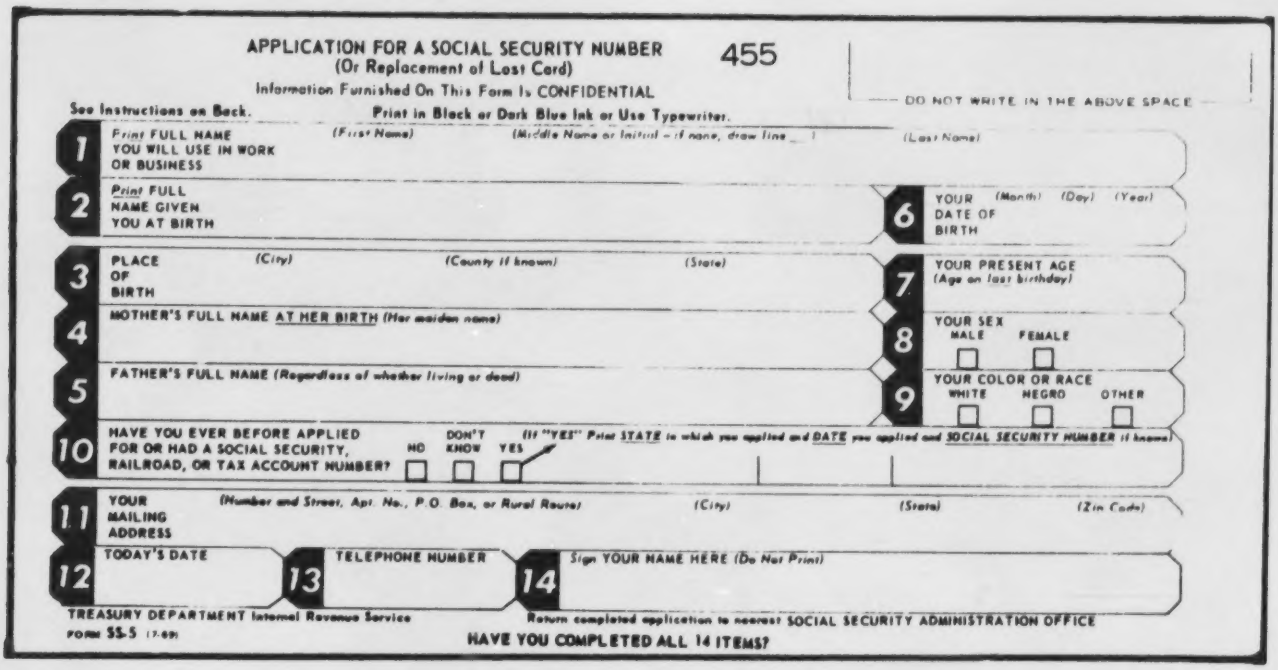
- Obtains information
- Examines constraints
- Plans alternatives
- Determines plan of action

Interpersonal Relations

- Explains need
- Obtains assistance
- Identifies potential conflict

To the student . . .

Upon completion of this SAT Packet, you will know more about legal documents. You will understand and have a working knowledge of these documents. You will know which documents are important to you as a member of society.



APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

455

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (7-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

WORDS AND THEIR MEANINGS

These are words and meanings that will help you as you work in the packet. Refer to them when you need help.

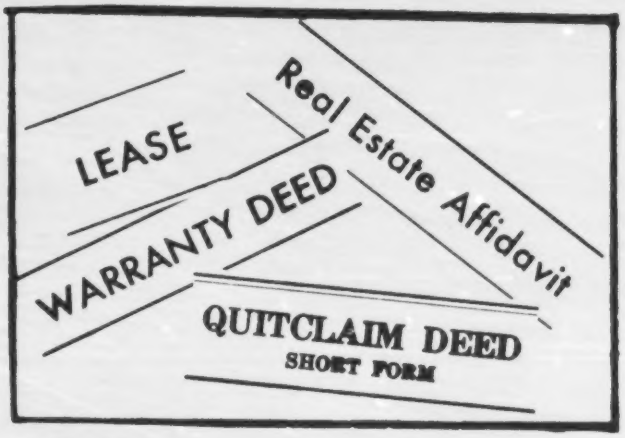
Birth Certificate	a document giving information about a person's birth
Bill of Sale	a document showing the transfer of property from one person to to another
Credit Agreement	a contract allowing a person to buy goods on time
Contract	an agreement between two people (or more) to do something
Lease	a legal agreement between a person (who is renting property) and the person from whom he/she is renting
License	legal permission to do something (drive, get married, fish, hunt, sell)
Will	legal document telling what you want to happen to your possessions when you die
Death Certificate	a document issued when a person dies telling the time and place
Subpoena	a document that says a person must appear in a court of law
Voter Registration	a document that certifies a person's right to vote in an election
Lien	a document showing a charge placed upon real or personal property for the satisfaction of some debt arising by operation of the law
Sales Contract	A legal agreement to buy or sell—if over $500, it should be in writing
Credit Sales Contract	an agreement to take out a loan to buy something
Marriage Certificate	A legal document proving that a marriage ceremony took place between two people.
Divorce Document	a legal document showing the ending of a marriage
Deed	a legal document that proves who is the owner of a piece of property
Social Security Card	a document or card that shows you are a member of the U.S. government's program established for providing insurance for old-age assistance, and other benefits.

LEGAL DOCUMENTS. WHAT ARE THEY: There are many kinds of legal documents used in daily life. (A legal document is an important paper that shows proof of information.) Some of the most important legal documents are:

- birth certificate
- death certificate
- social security card
- marriage license
- divorce decree
- lien

- will
- loan agreement
- car title
- rent contract
- property deed
- passport
- voter registration

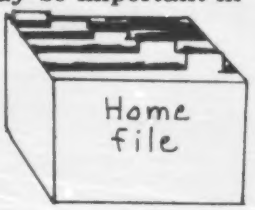
Not all of these will apply to you. But some of them will. It is important to know which are the most valuable to you and how to take care of them. It is necessary to know their nature and purpose and which are required for your personal needs.



ACTIVITY 1

Put a (✓) beside the name of the documents that are most important to you now. Use the form in the Student Response Booklet.

What do you do with the important documents in your life? Why is it important to be careful when dealing with legal documents? *First*, it is important to keep all legal documents in a safe place. If you keep them at home, they should be placed in a metal box so that fire or water cannot destroy them. They should be kept in a secure place so that children or others cannot have access to them. Some documents such as bills, checks and receipts should be kept for at least a year. Others like tax records must be kept from 3 to 6 years. It is a good idea to keep them much longer. *Second*, always tell someone you trust where the documents are kept. It may be important in case of illness or death.



WHAT IS A CONTRACT? A contract is an important legal document. It is a promise to do something for a promise to pay. A party to a contract is someone who makes a contract promise. Both parties must agree to the contract. It is not legal if force is used to make a person sign it. A person must also be of legal age to sign. Both parties must be "in their right minds." This means a person who is insane cannot be responsible for a contract. Neither can a person who is drunk or otherwise incapacitated. A *written contract* is the best because you can read it. Both parties sign it. An *oral contract* is an agreement made by talking. A real estate contract to buy or sell land must be in writing. Oral contracts are as legal as written contracts, but are difficult to prove in court. But there are many oral contracts in our lives. An example; the marriage ceremony might be considered an oral and binding contract. It has to be broken in court.

Always remember that a legal contract is legal and binding. You cannot change your mind without a penalty. When one of the parties does not live up to the agreement, the contract promise is broken. This is called a *breach of contract.* The injured party can take the case to civil court. The court can award damages. The court can award a money payment to make up for the broken promise. The court can order the contract to be carried out.

70

ACTIVITY 2

Write the answers to these questions in the Student Response Booklet.

1) In your own words, describe two kinds of contracts. Give an example of each.
2) Have you made any written or oral contracts lately?

ANOTHER KIND OF CONTRACT. A license is another kind of contract. You give information about yourself when requesting a license. You pay a fee. If you meet the requirements for receiving the license, you then receive it. It is usually a contract between you and the state government. This is where a license differs from other kinds of contracts. You agree to abide by certain rules and the state then agrees to let you do the things that are covered by the license. (hunt, fish, drive a car). Licenses usually have to be renewed. (There are exceptions to this . . . such as a marriage license.) Some examples of licenses that must be renewed are:

- fishing license
- hunting license
- automobile license
- driver's license
- motorcycle license

The renewal dates for these licenses depend upon the state in which you live. Indiana has a set of guidelines for each type of license. Watch for the expiration date on all types of licenses. You can be arrested and given a fine if you don't keep the license up-to-date.

ACTIVITY 3

A license is called *another kind of contract.* How does a license differ from other kinds of contracts. Write the answer in the Student Response Booklet.

LEGAL DOCUMENTS. There are times when you need to have more information about legal documents. Study Chart A to find some of the places you might find information.

CHART A

Legal Documents	Obtain information from
Birth Certificate	State Board of Health County of birth
Bill of Sale	Sales personnel
Credit Agreement	Anyone who sells merchandise on time-payments
Contract, Sales Contract Credit Contract	Sales personnel, department store, realator, etc.
Lease	Someone who rents property, equipment, etc.
License automobile,driver's, motorcycle	Automobile license branch
hunting, fishing	Sporting good stores,County clerk's office
Will	Lawyer
Death Certificate	Coroner
Subpoena	Court of law
Voter Registration	Precinct Committeeman, Court House
Lien	Bank, lawyer
Marriage Certificate	Court House
Divorce Document	Court of Law, lawyer
Deed	Realtor, Court House, lawyer

ACTIVITY 4

In your Student Response Booklet, you will find a copy of Chart A. Fill in the blank beside each legal document, telling where you might obtain the document or information about the document.

LEGAL DOCUMENTS ARE HERE TO STAY. As society becomes more complex, so does the legal paperwork. It pays to know when to obtain legal services or ask for legal advice. Knowing when and when not to sign many of these documents becomes a major question to many. This is the TABLE OF CONTENTS from *You and The Law,* edited and published by the Legal Services Organization of Indiana. Read this page. It will give you an idea of the many times you may need

legal advice. It will also give you an idea of the information in the book. Ask your teacher for a copy if you would like to read about any of the topics.

This free pamphlet is published by the Legal Services Organization of Indiana, Inc.'s Community Legal Education Project, 107 North Pennsylvania Street, Suite 1008, Indianapolis, IN 46204, 317/631-1395 or toll-free 1-800-382-2018 It is updated as needed. Additional free copies are available upon request. Also available is the Senior Citizen's Legal Handbook, containing more specific legal information of concern to senior citizens in Indiana. Also available free of charge is the monthly law and poverty newsletter,
THE ADVOCATE. Bulk copies of all pamphlets are available, but a small fee or postage may be requested.

Table of Contents

AFDC Program 58
Bankruptcy 44
Child Neglect 21
Child Support 18
Child Support Program 60
Collection Agencies 40
Consumer 29
Credit 32
Divorce 16
Door-to-Door Sales 35
Food Stamp Program 48
Garnishment 39
Hospital Bills 22
Landlord-Tenant Law 3
Medicaid 25
Mortgages 11
Motor Vehicles 61
Name Changes 20
Paternity 19
Repossession 37
SSI 54
School Lunch Program 52
Section 8 Program 9
Small Claims Court 41
Social Security Disability 52
Township Trustee 45
Unemployment Compensation 55
Utilities 13
Warranties 34

ACTIVITY 5

Put a check (✓) in front of the items that you think would require legal advice. Do this in the Student Response Booklet.

G & L - 4

ANSWER KEY

ACTIVITY 1

Answers will vary

ACTIVITY 2

Answers will vary

ACTIVITY 3

Answers will vary

ACTIVITY 4

CHART A Legal Documents	Obtain information from
Birth Certificate	State Board of Health County of birth
Bill of Sale	Sales personnel
Credit Agreement	Anyone who sells merchandise on time-payments
Contract, Sales Contract Credit Contract	Sales personnel, department store, realator, etc.
Lease	Someone who rents property, equipment, etc.
License automobile,driver's, motorcycle	Automobile license branch
hunting, fishing	Sporting good stores,County clerk's office
Will	Lawyer
Death Certificate	Coroner
Subpoena	Court of law
Voter Registration	Precinct Committeeman, Court House
Lien	Bank, lawyer
Marriage Certificate	Court House
Divorce Document	Court of Law, lawyer
Deed	Realtor, Court House, lawyer

ACTIVITY 5

Answers will vary

STUDENT RESPONSE BOOKLET

GOVERNMENT & LAW - 4

LEGAL DOCUMENTS

NAME _____

DATE _____

75

ACTIVITY 1

Put a check beside the name of the documents that are most important to you now.

_____ birth certificate
_____ death certificate
_____ social security card
_____ marriage license
_____ divorce decree
_____ lien
_____ will
_____ loan agreement
_____ car title
_____ rent contract
_____ property deed
_____ passport
_____ voter registration

ACTIVITY 2

Write the answers to these questions.

1) In your own words, describe two kinds of contracts. Give an example of each.

2) Have you made any written or oral contracts lately?

ACTIVITY 3

A license is called *another kind of contract.* How does a license differ from other kinds of contracts?

ACTIVITY 4

Fill in the missing blanks. Tell where the documents or information can be obtained.

Legal Document	Obtain information from:
Birth Certificate	
Bill of Sale	
Credit Agreement	
Contract, Sales Contract, Credit Contract	
Lease	
License automobile, driver's motorcycle, hunting, fishing	
Will	
Death Certificate	
Subpoena	
Voter Registration	
Lien	
Marriage Certificate	
Divorce Document	
Deed	

ACTIVITY 5

Put a check (✓) in front of the items that you think would require legal advice.

_____ bankruptcy
_____ child support
_____ collection agencies
_____ credit
_____ divorce
_____ garnishment of wages
_____ unpaid hospital bills
_____ landlord-tenant problems
_____ mortgage
_____ social security benefits
_____ unemployment compensation
_____ warranties

G & L - 5: GOVERNMENT AND TAXES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this Student Activity/ Task Packet the adult learner will have explored the relationship between government services and the American tax system.

INTRODUCTION:

This packet contains information about taxes. It also tells about the services the government provides from those tax dollars.

The following filmstrips may be obtained for this objective.

Selected Governmental Services

Agencies and Services of the U.S. Government Series
Aims Instructional Media Services, Inc.

Your Tax Dollar

The New York Times Co.

Taxes
Fundamentals of Economics Series
Eye Gate House

How Your Taxes Work

Dollars and Sense Series
Troll Associates

ADAPTABILITY:

This packet may be adapted for use with the following methods of instruction: individualized, one-to-one tutorial, and group work.

A group session with a resource person to discuss the purposes of various government services, how these are supported by social legislation, and the tax system would be beneficial. Suggested people to contact include a local Social Security officer, local IRS agent, and the county or city treasurer.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase I and II. Phase I students will need help with the words and their meanings.

MATHAMATICAL SKILLS:

The student will need skills in basic math and especially percentages. These skills, as well as other math skills, should be taught as the student proceeds through the packet.

PRE/POST TEST

There is no formal Pre/Post Test. However, Activity 3 may be used as a Pre/Post.

SKILLS OBJECTIVES

Reading
- Develops vocabulary
- Interprets charts, graphs and tables
- Obtains information
- Distinguishes between fact and opinion
- Derives personal relevance

Writing
- Obtains information
- Outlines in writing

Speaking, Listening, Viewing
- Seeks information
- Conveys information
- Derives personal relevance

- Adds decimals
- Subtracts decimals
- Multiplies decimals
- Divides decimals
- Understands fractions
- Understands percentages

To the student . . .

Upon completion of this SAT Packet you will know more about our country's tax system. You will understand that our state is only a part of a bigger system. You will read about the services received in return for taxes paid and how each state is a part of the whole.

(MAP)

WHY HAVE TAXES? When you pay you are sharing the cost of many services. You do not build your own road to town.

You do not buy your own fire fighting equipment. It is better to share the cost with others. The government takes tax money from everyone. The government then uses the tax money to set up roads, schools, and police departments, and other services for all the people.

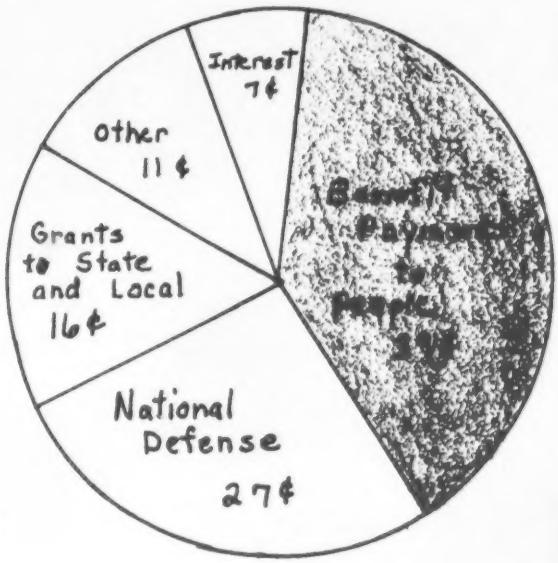
Our constitution says that our lawmakers or legislators can pass tax laws. This group also decides how tax money will be spent. Each year the lawmakers decide on a *budget*. The budget shows how much money will be collected. It also shows how the money will be spent.

Most of the time only the legislators vote on how we will be taxed. However, sometimes a state or community holds a special election when all the people vote on taxes. When all of the people vote on a certain law it is called a *referendum*.

FEDERAL SERVICES AND TAXES. Our federal government spends money to help all of us. The taxes we pay the federal government help protect our country. Federal tax revenue or income is spent to build and take care of roads and public buildings. It is also spent on programs that help people. (The food stamp and pre school enrichment programs are examples). Laws whose purpose is to help people is called *Social Legislation*. Social Security, Medicaid, and Medicare are examples of such programs.

Look at the chart.

Each slice of the graph shows the proportionate amount spent. You can see the biggest slice of federal spending is for social legislation or programs that help people. For every one dollar that is spent, 39¢ is spent for benefits paid to people.



81

Let's take a closer look at some programs that are set up by social legislation.

SOCIAL SECURITY. Another name for this program is the Federal Insurance Contribution Act *(FICA)*. The federal government helps to pay the insurance for a worker. In case something happens to the worker, his family will still have money with which to live. If he dies, or if he is hurt and cannot work, his family is helped. When the worker stops working or retires he gets back his money in monthly payments. Sometimes a worker will get back more than he has paid to the program.

Almost all workers in the United States pay Social Security. Every company or employer also pays Social Security for employees. The employer takes money out or *withholds* it from the employee's paycheck. The paycheck stub shows FICA payments. The part withheld from the employee paycheck, plus the company or employer's part are sent into the federal Social Security Fund.

AID TO FAMILIES WITH DEPENDENT CHILDREN *(AFDC)*. This is another federal program to help people. The federal government pays 75% or 3/4 of the cost of this AFDC program. The money comes from the taxes we pay to the federal government. The state government also helps pay and decides how much to pay. AFDC gives money to families with only one parent and very low income. These families may also get Medicaid and food stamps.

MEDICAID AND MEDICARE. These are other federal programs to help people. Medicaid provides medical care for people who cannot work or are disabled. It also helps people over 65. Medicare is a health insurance program for people over 65. It helps to pay hospital and doctor bills. Anyone over age 65 who receives Social Security checks can also receive Medicare. Workers and companies help to pay the hospital part of Medicare. People who want Medicare doctor insurance also help to pay for this. The federal government pays two-thirds of the cost of the Medicare Insurance. This, too, is our tax money being used to help other people.

AID FOR VETERANS. Veterans are those who have spent time in the armed forces. The government provides several special programs to help them. Some of the programs provided are: medical care, financial aid to attend college, or financial aid to go to trade school.

DEFENSE: Refer again to the pie graph that shows the federal spending plan. The federal government spends much money for other important things. Twenty-seven cents out of every dollar is spent for defense. Today there are those who think this is not enough. How do you feel about this?

ACTIVITY 1

In your own words write the definition to the following words. Write the definitions in your Student Response Booklet.

1. budget
2. referendum
3. social legislation
4. FICA
5. withhold
6. AFDC
7. Medicaid
8. Medicare

REVENUE SHARING. This form of tax distribution returns *federal* funds to states, most often to the larger cities. Revenue-sharing is money sent or forwarded without conditions attached. There are no state or national requirements that this money be spent in a certain way. The city or local government receives the money. They can then spend it on needs and wants. The federal government returns 16¢ out of every dollar to the state and local government for this purpose. All *states* now distribute funds to the local governments. Sometimes it amounts to more than half their total tax receipts. Conditions are usually attached to the acceptance of this money—with the exception of revenue-sharing.

FEDERAL TAXATION PROGRAM. We have learned how the government spends it's money. The money the government spends comes from taxes. Some of these taxes are:

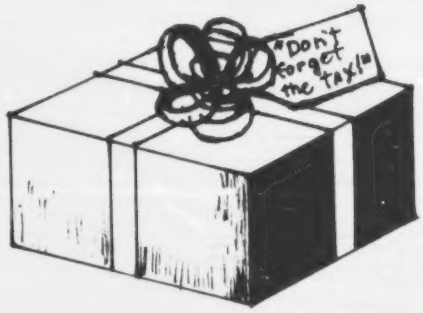
business federal income tax
federal excise tax
federal tariff
federal gift or inheritance tax

BUSINESS FEDERAL INCOME TAX. Business firms must also pay federal taxes on the money they earn. Business income taxes bring in 14¢ for every one dollar of federal tax money.

FEDERAL EXCISE MONEY. The federal *excise tax* makes up 9¢ of every federal dollar. When people buy certain goods or services, they pay an excise tax as part of the cost. Gasoline, cigarettes and air travel have an extra price added to the cost you pay. The extra charge goes to the federal government.

FEDERAL TARIFF. Another tax that the federal government charges is the tariff. Imports are goods that are shipped in from other countries. A tax on imports is *a tariff.*

FEDERAL GIFT OR INHERITANCE TAX. When a large amount of property changes hands a gift tax is collected. It does not matter if the owner is still alive. If a person dies and his will gives money or property to someone, part of the money will go to the government. This is called *inheritance tax.*



Gift Tax

ACTIVITY 2

In your own words write the definition to the following words in your Student Response Booklet.

1. revenue sharing
2. excise tax
3. tariff
4. inheritance tax

STATE SERVICES AND TAXES. Each state also provides other services to its citizens. State tax funds operate public schools. They help build and maintain highways. State parks and state museums are supported with state funds.

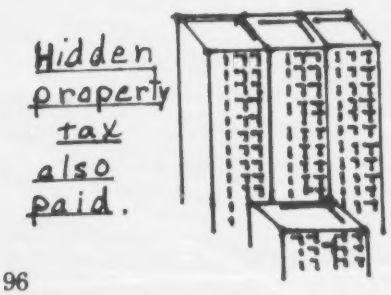
State funds also pay for *Social Legislation* programs. For example, the unemployment compensation program is funded by the state. When a person loses their job thru no fault of their own, state money helps pay the expenses.

States raise money through various taxation programs. They usually have an income tax for people that is withheld from paychecks. Businesses pay state income tax, too. States often collect gift taxes and inheritance taxes. Most states collect sales tax on all items you purchase, except food. The tax is added to the total cost of the item. The seller must collect the tax and pay the state government.

LOCAL SERVICES AND TAXES. Each local community provides many services for those who live in the area. Some of these services include:

- public school education
- police protection
- fire protection
- street repair
- garbage pick up
- low cost public transportation

Most of the money for a city or community is raised through the local *property tax*. This tax must be paid by anyone who owns real estate or property. The lawmakers or legislators decide on a property tax rate. A certain number of cents must be paid on every $100 worth of property. The assessor decides the value of the property or the *assessed value*. It is usually 1/4 to 1/2 of the amount the land would sell for. Even if you do not own property, you still pay. the cost of your rent is high enough to pay for your share of property tax.



Not all cities and towns have the same kinds of taxes. In some places there is a local *sales tax*. People pay a few cents extra on each dollar for things bought locally. The extra money is given to the local government. Some cities have a personal property tax. People who own things like jewelry, boats, or campers pay a tax on them.

Other types of city tax include parking tax, entertainment tax, and payroll tax.

ACTIVITY 3

In your own words, write the definition of the following words. Write these in your Student Response Booklet.

1. property tax
2. assessed value
3. sales tax
4. personal property tax

HOW DOES THIS AFFECT ME? Everyone pays taxes. In order to understand how this affects each of us, we must know to apply it to our everyday living.

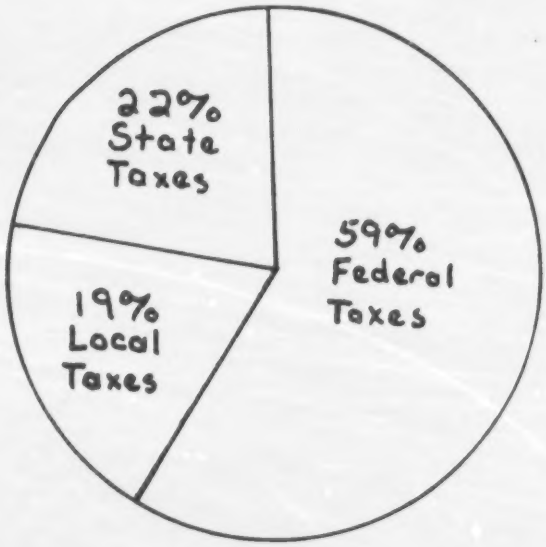
ACTIVITY 4

Write the answers for each problem in the Student Response Booklet.

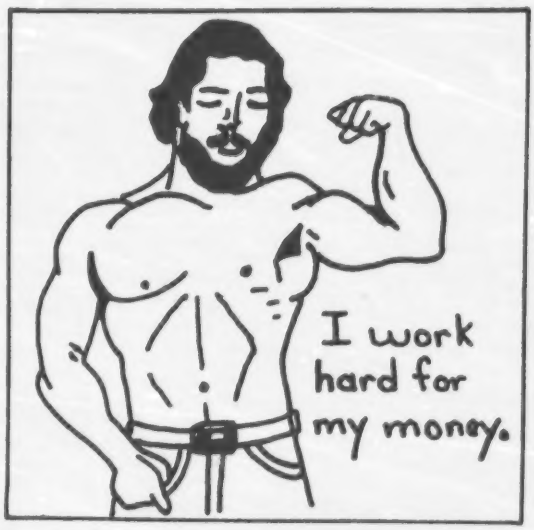
1. If you lived in a state that had a 4% sales tax, how much money would you pay for each purchase:
   a. jeans - price $12.98 plus tax
   b. shirt - price $ 7.97 plus tax
   c. belt - price $ 6.95 plus tax
2. The total value of your property is $40,000. The assessed value is 1/4 of the total value. The property tax rate is $4.00 per $100 of assessed value. How much revenue, or tax, will the city receive from the property tax.
3. The schools will receive 1/2 of the revenue from the property tax. How much of your money will be used for shcool tax? Use the figures from question #2.

Check your answers with the Answer Key.

WHERE DOES OUR TAX MONEY GO?
We pay a lot of money in taxes. Look at the graph. Most of the taxes we pay go to the federal government. Only 19% goes to the local government.



Someone has said that the average American worker works several months out of the year in order to pay their taxes!! The rest of the year their money can be spent on their needs and wants. As long as the services from the government are fair, most people do not mind paying their fair share. Watch your legislators and other government leaders. Vote for the ones who spend tax dollars wisely.



PAYROLL DEDUCTIONS: There are certain taxes that are deducted from your paycheck. These include Federal Income Tax, FICA Tax, and in Indiana, State Income Tax. It is important to know how to figure your yearly income, after "fixed" taxes.

EXAMPLE: Your total income for the year is $14,000.00

Federal Income Tax deducted each month:	$140.00
State Income Tax deducted each month:	22.00
FICA Tax deducted each month:	$90.00
	$252.00
Fixed taxes for 1 month	$252.00
x 12 months	x 12.00
	$3,034.00
Total income for the year	$14,000.00
Minus *fixed* taxes	3,034.00
Balance after *fixed* taxes	$10,976.00

Remember, there are still taxes to be paid, such as property tax, sales tax, excise tax, etc. These are not deducted from your pay check.

ACTIVITY 5

In your Student Response Booklet, work the following problems.

1. Add the *fixed* taxes you pay each month. (These are deducted from your pay check). Multiply this by 12. This will tell you the amount of fixed taxes you pay for one year.
2. Add your monthly pay checks for one year. Subtract the amount of *fixed* taxes. This will show you the amount of money you have left to spend.

86

G & L - 5
ANSWER KEY

ACTIVITY 1

Answers will vary

ACTIVITY 2

Answers will vary

ACTIVITY 3

Answers will vary

ACTIVITY 4

1. a. jeans $12.98 x .04% = $ .52
12.98 + .52 = 13.50

   b. shirt $ 7.97 x .04% =
7.97 + .32 = 8.29

   c. belt $6.95 x .04% = .28
6.95 + .28 = 7.23

2. $40,000 + 4 = $10,000.00
   10,000 + 100 = 100.00
   100 x $4.00 =400.00

The city will receive $400.00 in property taxes.

3. The school system will receive 1/2 of $400.00 or $200.00.

ACTIVITY 5

Answers will vary

STUDENT RESPONSE BOOKLET

GOVERNMENT & LAW - 5
GOVERNMENT AND TAXES

NAME _____

DATE _____

ACTIVITY 1

In your own words write the definition to the following words.

1. budget _____

2. referendum _____

3. social legislation _____

4. FICA _____

5. withhold _____

6. AFDC _____

7. Medicaid _____

8. Medicare _____

ACTIVITY 2

In your own words write the definition to the following words.

1. revenue sharing _____

2. excise tax _____

3. tariff _____

4. inheritance tax _____

ACTIVITY 3

In your own words write the definition to the following words.

1. property tax _____

2. assessed value _____

3. sales tax _____

4. personal property tax _____

ACTIVITY 4

1. a. jeans _____
   b. shirt _____
   c. belt _____
2. _____
3. _____

ACTIVITY 5

_____